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ABSTRACT

This project studied participation and benefits of noncredit adult education in Kansas. It was geared to determine appropriate roles for the state of Kansas in delivering educational services for adults through lifelong learning and noncredit educational programs. The population included 1,334 participants in noncredit adult learning experiences from these seven provider groups: adult basic education, business managers, vocational-technical schools, community colleges, nurses, and Cooperative Extension Pride and Non-Pride. A random sample of participants was selected from each of the seven groups and a survey was administered. The instrument was designed to determine demographic data and characteristics of the adult learning experience, along with the benefits derived from participation in noncredit adult education. Respondents replied to a 19-item benefit scale. This project report analyzes the responses by group and the following variables: sex/marital status, age, employment, education, number of learning experiences, enrollment reason, cost and length of learning experience, recognition received for completion, perceived satisfaction and strength of learning experience, opportunity to participate, relevance of benefits, and degree of personal benefit. Recommendations for program improvement, data tables, and the survey instrument are provided. (KC)

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PARTICIPATION IN KANSAS NONCREDIT ADULT EDUCATION

A Survey of Seven Participant Groups

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A Final Report Submitted to

The Education Commission of the States

and

The Kansas Board of Regents

December, 1983

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December, 1983

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PREFACE

Participation in Kansas Noncredit Adult Education: A Survey of Seven Participant Groups is the final report on a study of the benefits and characteristics of Kansas noncredit adult learners. The study represents the Kansas portion of the Lifelong Learning Project funded by the W. K. Kellogg Foundation and conducted through the research program of the Education Commission of the States. Kansas was selected as one of six pilot states to contribute survey data and project information relative to the identification of an appropriate role for lifelong learning.

The preliminary project report titled The Benefits and Characteristics of Adult Learning in Kansas: A Survey of Participants in Noncredit learning Experiences was completed in 1982 and was the forerunner of this research project. The current research report represents the synthesis of data and findings from an expanded survey population with findings of greater significance and depth accruing to seven participant groups.

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The study of participation and benefits of noncredit adult education in Kansas was a result of involvement as a pilot state in a Lifelong Learning Project funded by the W. K. Kellogg Foundation and administered by the Education Commission of the States. The project explored appropriate roles for the State of Kansas in delivering educational services for adults through lifelong learning and noncredit educational programs.

There have been several research efforts dealing with the Kansas adult learner population which provided a variety of demographic information and characteristics of adult learners. A survey of Kansas adults revealed that as many as one half the adult population (Hoyt, 1975) were involved in a variety of adult education events. The 1977 Regents' study (Board of Regents, State of Kansas, 1977) determined that 450,000 Kansas adults believed they would "likely" or "for sure" be involved in adult education in the near future. More recent research suggests that some 690,000 adult Kansans are interested in continuing their learning; however, the data revealed that only some 375,000 were actually engaged in learning programs (Continuing Education, 1980).

Information from the National Center for Educational Statistics (1982) confirmed the rapid growth of adult education in the United States today. Noncredit adult learning is only one aspect of the total adult education scene; however, according to Cross (1981) one third of all adults enroll in noncredit learning experiences while only 6 percent enroll in credit learning experiences.

Methodology

The population included participants of noncredit adult learning experiences from seven provider groups including adult basic education, business managers, vocational-technical schools, community colleges, nurses, and Cooperative Extension Pride and Non Pride. A random sample of participants was selected from each of the seven provider groups and a survey questionnaire (see Appendix A) was administered. The instrument was designed to determine demographic data and characteristics of the adult learning experience. The main section of the questionnaire was designed to determine the benefits derived from participation in noncredit adult education by responding to a 19 item benefit scale. The scale was derived from Peterson's typology of benefits (1979) that accrue to the individual and to society.

Analysis of the Data

This section of the report contains frequency counts and percentages for the demographic data, followed by analysis of the independent variables. Measures of significant differences and tests of association for selected factors are then presented.

Responses by Group and Sex/Marital Status

Table 1 reveals that 46.1 percent of the total participants were married females and 23.8 percent were married males. Single females constituted 18.2 percent of the total population and single males represented 11.9 percent.

Variations from this total population in regard to sex/marital status were found in the adult basic education group where 40.4 percent were single males, in the business group where 76.7 percent were married males, and in the nurse's group where 81.4 percent were married females.

Table 1

Responses by Group and Sex/Marital Status

	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service				Total	
											Pride		Non Pride			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex/Marital Status																
Single																
Male	55	40.4	37	17.6	30	22.2	19	9.2	5	1.1	8	6.3	5	7.0	159	11.9
Female	42	30.9	5	2.4	30	22.2	45	21.9	73	16.4	26	20.3	22	31.0	243	18.2
Married																
Male	14	10.3	161	76.7	46	34.1	40	19.4	5	1.1	37	28.9	13	18.3	316	23.8
Female	25	18.4	7	3.3	29	21.5	102	49.5	363	81.4	57	44.5	31	43.7	614	46.1
Total	136		210		135		206		446		128		71		1332	100

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Responses by Group and Age

The total population, as seen in Table 2, reveals that the 25-34 age group represented the highest proportion with 28.3 percent, while those persons 65 years of age and older represented the lowest proportion with 4.6 percent.

The Cooperative Extension Pride and Non Pride groups had a higher representation of persons 65 years of age and older than did the total population for the study, with 16.9 and 14.0 percent respectively. Business manager participants reported the lowest percent with .5 of the participants being 65 years of age and older.

Responses by Group and Employment

Over half of the total respondents, 56.7 percent, were employed full time while 18.4 percent were employed part time (Table 3). Those employed on an irregular basis represented 6.3 percent and those not employed represented 18.6 percent of the 1334 sample returns.

The adult basic education participants showed the highest rate of unemployment, 47.1 percent, and the lowest rate of persons employed full time, 35.3 percent. The business group recorded the highest, 97.1 percent, full time employment for the seven provider groups. Vocational-technical respondents reported full time employment at 51.9 percent and 19.3 percent were not employed. The community college respondents were employed full time in 57.3 percent of the cases while 19.4 percent were not employed. Over 30 percent of the nurses were employed part time and 43 percent indicated full time employment. Cooperative Extension Service Pride and Non Pride groups reported full time employment at 57.7 and 69 percent respectively.

Table 2

Responses by Group and Age

Age	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service				Total	
											Pride		Non Pride			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Under 25 yrs.	65	48.1	42	20.1	66	48.9	42	20.4	7	1.6	7	5.4	6	8.5	235	17.6
25-34	43	31.9	79	37.8	27	20.0	44	21.4	142	31.9	22	16.9	20	28.2	377	28.3
35-49	15	11.1	55	26.3	18	13.3	61	29.6	154	34.5	45	34.6	22	31.0	370	27.8
50-64	10	7.4	32	15.3	23	17.0	52	25.2	125	28.0	34	26.2	13	18.3	289	21.7
65 & older	2	1.5	1	0.5	1	0.8	7	3.4	18	4.0	22	16.9	10	14.0	61	4.6
Total	135		209		135		206		446		130		71		1332	100

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Table 3

Responses by Group and Employment

Employment	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employed Full time	48	35.3	204	97.1	70	51.9	118	57.3	192	43.0	75	57.7	49	69.0	756	56.7
Employed Part time	17	12.5	2	1.0	28	20.7	34	16.5	138	31.0	18	13.8	9	12.7	246	18.4
Employed on an irregular basis	7	5.1	3	1.4	11	8.1	14	6.8	40	9.0	8	6.2	1	1.4	84	6.3
Not Employed	64	47.1	1	0.5	26	19.3	40	19.4	76	17.0	29	22.3	12	16.9	248	18.6
Total	136		210		135		206		446		130		71		1334	100

Responses by Group and Education

Respondents to the survey of noncredit adult learning in Kansas, Table 4, revealed data indicating that 3.4 percent had an eighth grade or lower educational level, 8.9 percent had completed grades 9-11, and 15.1 percent had completed post graduate studies The remaining participants had a minimum of a high school education.

The highest educational levels were found in the community colleges, nurses, and Cooperative Extension Service Pride groups. Each of these groups had approximately 20 percent of the respondents indicating the completion of post graduate educational experiences. Vocational-technical data indicated that 26.7 percent of the participants had completed 1-3 years of college and nurses had 57.6 percent in this educational category.

Responses by Group and Number of Adult Learning Experiences Completed in the Last Two years

Of the total population, those reporting that this was their first noncredit adult learning experience and those reporting that this was their second or third learning experience represented approximately 30 percent each (see Table 5). Those completing four or five adult learning experiences represented 16.6 percent of the total population while those reporting 6 or more adult learning experiences represented 21.4 percent.

The groups having the most adult noncredit learning experiences, 6 or more, were the nurses with 46.3 percent. This was the first noncredit adult learning experience for 51.5 percent of the community college group and 71.3 percent of the adult basic education group.

Responses by Group and Enrollment Reason

Of the 1,355 responses (Table 6), 89.7 percent indicated that they voluntarily enrolled in the noncredit adult learning experience. Only 10.3 percent indicated that their participation was required.

Table 4

Responses by Group and Education

Education	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 8 or less	25	18.5	5	2.4	3	2.2	2	1.0	0	0.0	4	3.0	6	8.5	45	3.4
Grade 9-11	85	63.0	10	4.8	6	4.5	7	3.4	1	0.2	6	4.6	3	4.2	118	8.9
Grade 12 (H.S. Graduate)	17	12.5	78	37.5	65	48.1	58	28.2	4	0.9	47	36.2	25	35.2	294	22.1
1-3 Years of College	4	3.0	50	24.0	36	26.7	74	35.9	257	57.6	21	16.2	14	19.7	456	34.2
Bachelor's degree, College	2	1.5	49	23.6	13	9.6	25	12.1	91	20.4	26	20.0	11	15.5	217	16.3
Post Graduate Study	2	1.5	16	7.7	12	8.9	40	19.4	93	20.9	26	20.0	12	16.9	201	15.1
Total	135		208		135		206		446		130		71		1331	100

Table 5

Responses by Group and Number of Adult Learning Experiences
Completed in Last Two Years

Adult Learning Experiences	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service				Total	
											Pride		Non Pride			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 (This was the first)	87	71.3	45	22.2	83	62.0	105	51.5	30	6.8	31	24.0	25	35.2	406	31.1
2 or 3	27	22.1	116	57.1	41	30.6	65	31.9	80	18.0	51	39.5	23	32.4	403	30.9
4 or 5	5	4.1	30	14.8	3	2.2	16	7.8	128	28.9	25	19.4	11	15.5	218	16.6
6 or more	3	2.5	12	5.9	7	5.2	18	8.8	205	46.3	22	17.1	12	16.9	279	21.4
Total	122		203		134		204		443		129		71		1306	100

Table 6

Responses by Groups and Enrollment Reason

Enrollment Reason	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service				Total	
											Pride		Non Pride			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Required	11	8.0	40	19.0	20	14.8	18	8.7	32	7.2	6	4.6	11	15.5	138	10.3
Voluntary	126	92.0	170	81.0	115	85.2	188	91.3	414	92.8	124	95.4	60	84.5	1197	89.7
Totals	137		210		135		206		446		130		71		1335	100
*Voluntary Participation Reason																
Improve promotion chances	(33)	12.6	(87)	19.6	(15)	7.1	(10)	3.6	(16)	2.7	(14)	7.2	(8)	7.0	(183)	8.7
Overcome an educational weakness	(64)	24.3	(57)	12.8	(14)	6.6	(20)	7.2	(90)	15.0	(15)	7.7	(7)	6.2	(267)	12.7
Learn more and expand my mind	(59)	22.4	(141)	31.7	(75)	35.3	(111)	40.3	(417)	69.5	(73)	37.7	(42)	36.8	(918)	43.7
Develop a special skill	(42)	16.0	(66)	14.8	(72)	34	(109)	39.5	(53)	8.8	(29)	14.9	(23)	20.2	(394)	18.7
Improve my financial status	(42)	16.0	(46)	10.3	(29)	13.7	(11)	4.0	(14)	2.3	(16)	8.3	(11)	9.6	(169)	8.0
Increase my social contacts	(23)	8.7	(48)	10.8	(7)	3.3	(15)	5.4	(10)	1.7	(47)	24.2	(23)	20.2	(173)	8.2

*Note: Each respondent was allowed to check any or all of the voluntary enrollment reasons; therefore, the total number of voluntary responses represented in the parenthesis may total more than the number listed after the voluntary row.

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Over 40 percent of the participants enrolling voluntarily indicated the reason for their voluntary enrollment was to "learn more." The voluntary category of "developing a special skill" represented 18.7 percent of the total and the category of "overcoming an educational weakness" represents 12.7 percent. The remaining participants reported other voluntary reasons of "increasing their social contact," "improving their chances for promotion," and "improving their financial status" at less that 10 percent each.

Business group respondents reported their voluntary participation for "learning more" at 31.7 percent and the nurses reported this category at 69.5 percent.

Responses by Group and Cost of the Learning Experience

Participants were surveyed as to the approximate percent they contributed toward the cost of their noncredit adult learning experience as reported in Table 7. Those respondents indicating their contributions toward the cost of the learning experience at 100 percent represented 35.6 percent of the total responses; no contribution, 33.1 percent; 1-24 percent of the cost at 11.3 percent; 25-49 percent of the cost at 5 percent; 50-74 percent of the cost at 8.3 percent; and 75-99 percent of the cost at 6.7 percent. Basically, it was an all or none situation for participants contribution to the cost of the learning experience.

Deviations from the all or none situation were found in the adult basic education group and the business group. Adult basic education audiences reported no cost in 58.5 percent of the cases and only 7.3 percent indicated a contribution of 100 percent of the cost. Kansas business managers provided very little of their learning experience costs; 67.5 percent indicated none, while only 1.5 percent indicated the 100 percent contribution category.

Table 7

Responses by Group and Cost of the Learning Experiences

	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
Percent of Cost	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	72	58.5	139	67.5	20	15.9	45	23.1	84	18.9	44	34.1	25	35.2	429	33.1
1 - 24%	12	9.8	29	14.1	24	19.0	11	5.6	33	7.4	24	18.6	13	18.3	146	11.3
25 - 49%	7	5.7	9	4.3	8	6.3	7	3.6	24	5.4	4	3.1	6	8.5	65	5.0
50 - 74%	12	9.8	18	8.7	13	10.3	13	6.7	29	6.5	14	10.9	8	11.3	107	8.3
75 - 99%	11	8.9	8	3.9	27	21.5	14	7.2	15	3.4	9	7.0	3	4.2	87	6.7
100%	9	7.3	3	1.5	34	27.0	105	53.8	260	58.4	34	26.3	16	22.5	461	35.6
Total	123		206		126		195		445		129		71		1295	100

Responses by Group and Length of the Learning Experience

Overall responses to the length of the learning experience, as reported in Table 8, resulted in 29.5 percent for the 1-9 hour category. The 10-19 hour category was represented by 15.2 percent; the 20-29 hour category was represented by 19.7 percent; the 30-39 hour category was represented by 15.5 percent; the 40-49 hour category was represented by 5.3 percent; and the 50 or more hour category was represented by 14.8 percent.

The shortest learning experiences were reported by the community college group with 53 percent of their responses being in the 1-9 hour category, while the vocational-technical group reported the longest length with 53.6 percent in the 50 or more hour category.

Responses by Group and Recognition Received for Successful Completion of the Learning Experience

Some type of recognition received for successful completion of noncredit adult learning is the standard practice as reported by learning participants in the sample population. According to data revealed in Table 9, 39 percent of the participants received continuing education unit credits, 31.8 received a certificate; 4.1 percent indicated an increased salary; and 1.1 percent revealed a promotionally related aspect. Those indicating "no special recognition" represented 24 percent of the sample population.

Exceptions to the trend of the overall population were found in the Cooperative Extension groups where approximately 60 percent indicated "no special recognition" and in the nurse's group where 95.5 percent received continuing education unit credits.

Responses by Group and Perceived Overall Satisfaction of the Learning Experience

In section III, part A, of the questionnaire (see Appendix A) the respondents were to rate the level of satisfaction received from their

Table 8

Responses by Group and Length of the Learning Experience

Hours	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-9	14	11.9	20	9.8	17	13.6	106	53.0	139	31.2	52	40.6	34	47.9	382	29.5
10-19	14	11.9	30	14.6	3	2.4	54	27.0	66	14.8	17	13.3	12	16.9	196	15.2
20-29	8	6.8	69	33.6	9	7.2	24	12.0	121	27.1	17	13.3	7	9.9	255	19.7
30-39	28	23.7	45	22.0	24	19.2	10	5.0	78	17.5	11	8.6	5	7.0	201	15.5
40-49	11	9.3	20	9.8	5	4.0	5	2.5	17	3.8	8	6.2	2	2.8	68	5.3
50 or more	43	36.4	21	10.2	67	53.6	1	0.5	25	5.6	23	18.0	11	15.5	191	14.8
Total	118		205		125		200		446		128		71		1293	100

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Table 9

Responses by Group and Recognition Received for Successful Completion of the Learning Experience

Recognition	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service				Total	
											Pride		Non Pride			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No special recognition	30	28.8	15	7.9	31	25.0	94	48.2	17	3.8	70	66.0	38	61.3	295	24
CEU Credit	2	1.9	1	0.5	0	0.0	35	18	426	95.5	9	8.5	6	9.7	479	39
Increased Salary aspect	11	10.6	6	3.1	18	14.5	2	1.0	0	0.0	6	5.7	7	11.3	50	4.1
A Certificate	60	57.7	166	86.9	74	59.7	62	31.8	3	0.7	15	14.1	10	16.1	390	31.8
Promotional relate aspect	1	1.0	3	1.6	1	0.8	2	1.0	0	0.0	6	5.7	1	1.6	14	1.1
Total	104		191		124		195		446		106		62		1228	100

noncredit adult learning experience. According to Table 10, Kansas participants appear to be satisfied with their noncredit learning experiences. Fifty percent of the total population indicated that they were "quite" satisfied, 29.6 percent were "moderately" satisfied, 13.1 percent were "very" satisfied, 5.4 percent were "slightly" satisfied, and only 1.9 percent were "not at all" satisfied with their noncredit adult learning experience.

Mean scores for the degree of satisfaction were calculated by assigning a 1 for "not at all" satisfied, a 2 for "slightly" satisfied, a 3 for "moderately" satisfied, a 4 to "quite" satisfied, and a 5 to "very" satisfied. Table 10 revealed an overall satisfaction mean score of 3.67, out of a possible 5 point high scale. The mean satisfaction scores for the seven provider groups ranged from a high of 3.99 for the business group to a low of 3.41 for the Kansas nurses.

Responses by Group for Perceived Strength of the Learning Experience

Participants indicated the perceived strength of their noncredit adult learning experience by responding to the seven strength features in section 111, part B, of the questionnaire (see Appendix A). Mean scores were calculated from responses on a four point scale by assigning a 1 to a "definite weakness," a 2 for "more a weakness than a strength," a 3 for "more a strength than weakness," and a 4 to "definite strength." These mean scores were then ranked for each of the seven provider groups and for the total population.

The results, as shown in Table 11, indicated an overall mean score of 3.56 out of a possible high score of 4. The "expertise of leaders and/or teachers" ranked first over the seven strength features with a mean of 3.58. The second ranked feature for the total population was the "ability of the leader and/or teacher to explain or demonstrate," which received a mean score of 3.54. The "learning materials supplied" (books, pamphlets, practice

Table 10

Responses by Group for Perceived Overall Satisfaction of the Learning Experience

	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
Overall Satisfaction	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not at all	6	5.0	0	0.0	2	1.5	7	3.4	6	1.3	1	0.8	3	4.2	25	1.9
Slightly	6	5.0	3	1.5	12	8.9	9	4.4	35	7.9	1	0.8	4	5.6	70	5.4
Moderately	20	16.8	27	13.1	38	28.4	55	26.8	187	41.9	39	30.2	22	31.0	388	29.6
Quite Satisfied	44	37.0	146	70.8	59	44.0	103	50.3	207	46.4	64	49.6	32	45.1	655	50.0
Very Satisfied	43	36.2	30	14.6	23	17.2	31	15.1	11	2.5	24	18.6	10	14.1	172	13.1
Total	119		206		134		205		446		129		71		1310	100
Mean Score	3.94		3.99		3.66		3.69		3.41		3.85		3.59		3.67	

Table 11

Responses by Group for Perceived Strength of the Learning Experiences

Strength	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Knowledge or Profesional Expertise of Leaders or Teachers	3.39	4	3.70	2	3.47	1	3.66	1-2	3.62	1	3.43	1	3.42	2	3.58	1
Ability of Leaders or Teachers to Explain or Demonstrate	3.52	2	3.72	1	3.45	2	3.66	1-2	3.48	2	3.42	2	3.48	1	3.54	2
Equipment	2.99	7	3.34	4	3.36	4	3.19	5	3.12	4	3.20	4	3.12	3	3.19	4
Learning Materials Supplied	3.48	3	3.60	3	3.39	3	3.28	3	3.33	3	3.26	3	3.09	4	3.37	3
Having Enough Time for Learning	3.33	5	3.02	6	3.05	7	2.94	7	3.01	5	3.09	6	3.03	6	3.04	6
Availability of Individual Help	3.53	1	3.22	5	3.09	6	3.25	4	2.68	6	3.18	5	3.07	5	3.07	5
Homework Assignments	3.19	6	2.93	7	3.12	5	2.98	6	2.40	7	2.86	7	2.84	7	2.89	7
Strength Mean	3.55		3.56		3.42		3.71		3.55		3.58		3.48		3.56	

materials) ranked third with a mean score of 3.37 and the "equipment" ranked fourth at 3.19. The fifth ranked strength feature was for "availability of individual help" at 3.07, followed by "having enough time to learn" with a mean score of 3.04, and the seventh ranked strength feature was for "homework, assignments" with a rank of 2.86.

All of the seven participant groups were similar to the total population in their ranking of the seven strength features except for the adult basic education participants who ranked their number one strength feature as "the availability of individual help" with a mean score of 3.53.

Responses by Group for Opportunity to Participate in the Learning Experience

In section 111, part C of the questionnaire (see Appendix A), the respondents were to rate their opportunity to participate in setting the goals and objectives, in sharing their own experiences, and in evaluating their noncredit adult learning experience. Mean scores were computed for their perceived opportunity to participate by assigning a 1 to "not at all," a 2 for "a small degree," a 3 for "a moderate degree," and a 4 to "a large degree."

According to data reported in Table 12 the overall highest ranked variable was the opportunity to "share their own experiences," with a mean score of 2.91. The second highest ranked opportunity to participate was for "contributing to the process by which the learning experience was evaluated," with a mean score of 2.85. The lowest ranked opportunity to participate was for "developing goals and ideas for the learning experience," with a mean score of 2.73.

Responses by Group for the Relevance of Benefits

Nineteen possible benefits were presented in section 11 of the questionnaire (see Appendix A). Respondents were to check the "yes" column if the benefit was to have been provided by their particular adult learning

Table 12

Responses by Group for Opportunity to Participate in the Learning Experiences

Opportunity to Participate	Adult Basic Education		Business		Vocational-Technical		Community College		Nurses		Cooperative Extension Service					
											Pride		Non Pride		Total	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Developing goals and ideas for the learning experience	3.15	1	3.03	3	3.04	1	2.78	3	2.30	3	3.01	2	2.66	3	2.73	3
Share their own experiences so others could learn from these	2.78	3	3.39	1	2.98	2	2.98	1	2.62	2	3.13	1	2.79	1	2.91	1
Contribute to the process by which the learning experience was evaluated	2.88	2	3.20	2	2.71	3	2.80	2	2.77	1	2.77	3	2.77	2	2.85	2
Opportunity Mean	2.92		3.21		2.91		2.85		2.57		2.97		2.75		2.83	

experience. The survey population had the opportunity of indicating multiple benefits from the nineteen possible benefits, as outlined in Table 13.

The first 13 possible benefits were associated with noneconomic benefits (NEB) and numbers 14 to 19 were associated with economic benefits (EB). The five benefits receiving the most frequent yes (relevance) responses were:

Benefit	Type	Response
1. Becoming better informed about some subject or area of knowledge.	NEB	1220
2. Improving my interest and/or skill in learning.	NEB	1047
3. Gaining satisfaction from being involved in self-improvement.	NEB	900
4. Learning about recent job knowledge affecting my work.	EB	853
5. Gaining qualifications which enable me to assume a wider variety of responsibilities.	EB	745

Three of the above most frequently mentioned benefit areas were for noneconomic benefits and two of the five most relevant benefit areas were for economic benefits.

Responses by Group for the Degree of Personal Benefit Received from the Learning Experience

As indicated in the previous section, respondents checked the "yes" column in section 11 of the questionnaire (see Appendix A) for those benefits expected by their particular noncredit adult learning experience. The respondents were then to indicate the degree of actual benefit received.

Mean scores were calculated for these actual benefits by assigning a 1 to "little or no" benefit, a 2 for "some" benefit, a 3 to a "definite"

Table 13

Responses by Group for the Relevance of Benefits

Possible Benefits	Adult Basic Education N	Business N	Vocational-Technical N	Community College N	Nurses N	Cooperative Extension Service: Pride N	Cooperative Extension Service: Non Pride N	Total
Non-economic Benefits								
1. Improve Skill/Reading Writing, Speaking	111	57	46	16	63	39	27	359
2. Learning to be an Effective Consumer	74	67	39	59	62	39	26	366
3. Learning to be an Effective Parent	45	18	11	27	86	29	20	236
4. Learning Effective Politics/Government	52	26	18	8	64	67	19	254
5. Better Informed about Some Subject	109	202	125	167	443	115	59	1,220
6. Improve Interest/ Skill in Learning	104	176	114	153	383	84	53	1,047
7. Developing Self-Reliance/Independence	107	131	80	73	209	59	36	695
8. Developing Positive feelings/worth	103	119	73	81	226	68	40	710
9. Developing Tolerance/ Respectful of Others	81	114	70	49	205	65	37	623
10. Developing Principles/ Beliefs	78	65	49	42	117	49	22	422
11. Developing Skill in Hobbies	62	26	70	117	42	51	35	403
12. Increase Appreciation of Art/Culture	46	10	13	44	43	39	22	217
13. Gain from Self-Improvement	98	149	100	123	293	88	49	900
Economic Benefits								
14. Qualify for Entry Position	76	97	71	27	49	18	21	359
15. Prepare to Handle Increased Job Responsibilities/Job	87	183	79	58	224	49	29	709
16. Increase Job Earnings/ Qualifications	83	145	74	42	119	34	21	518
17. Learning Recent Job Knowledge	60	182	77	63	391	51	29	853
18. Qualifying for New Job	93	97	73	42	65	25	22	417
19. Gain new Qualifications	85	170	85	70	240	42	33	745

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benefit, and a 4 to a "great" benefit. The mean scores were then ranked for each of the seven provider groups and for the total population.

According to Peterson's typology (1979), the first thirteen possible benefits were considered to be noneconomic benefits and numbers 14 through 19 were considered to be economic benefits. Data reported in Table 14 indicates that all seven provider group participants received both noneconomic and economic benefits from their noncredit adult learning experiences. The total population mean benefit score was 2.77 for the combined nineteen benefits, 2.77 for the noneconomic benefits, and 2.77 for the economic benefits. The highest ranked benefit for the total population was "becoming better informed about some subject or area of knowledge" with a mean score of 3.0, the second highest ranked benefit was "learning about recent knowledge affecting my work" with a mean score for 2.92, the third highest ranked benefit was "gaining satisfaction from being involved in self-improvement" with a mean score of 2.91, the fourth highest ranked benefit was "preparing to handle increased job responsibilities which will make my job more important" with a mean score of 2.90, and the fifth highest ranked benefit was "improving my interest and/or skill in learning more" with a mean score of 2.86.

Analysis of Significant Correlations

In addition to the analysis of the demographic data, tests of correlations were completed by applying the Pearson r test for significant relationships (Downie and Heath, 1974). The data resulting in significant levels of correlation included (1) noneconomic benefits, (2) economic benefits, (3) overall benefit value, (4) satisfaction with the learning experience, (5) strength of the learning experience, (7) recognition received for successful completion of the learning experiences, (8) contribution to the cost of the learning experience, and (9) length of the learning experience as outlined in Table 15.

Table 14

Responses by Group for the Degree of Personal Benefit Received from the Learning Experience

Possible Benefits	Adult Basic Education Mean	Rank	Business Mean	Rank	Vocational-Technical Mean	Rank	Community College Mean	Rank	Nurses Mean	Rank	Cooperative Extension Service: Pride Mean	Rank	Non Pride Mean	Rank	Total Mean	Rank
Noneconomic Benefits																
1. Improve Skill/ Reading, Writing, Speaking	3.01	7	2.43	17	2.53	15	2.76	13-14	2.21	19	2.89	7	2.81	12-13	2.67	17-18
2. Learning to be an Effective Consumer	2.55	19	2.59	15	2.48	17	2.84	8-9	2.37	18	2.65	19	2.63	18	2.58	19
3. Learning to be an Effective Parent	2.88	12-13	2.83	10-11	2.50	16	2.67	18	2.55	14-15	2.68	15+	2.74	16	2.68	15-16
4. Learning Effective Politics/Government	2.78	16-17	2.42	18	2.31	19	3.00	1	2.55	14-15	2.84	11	2.71	17	2.68	15-16
5. Better Informed about some subject	2.96	9-10	3.22	1	3.06	1	2.94	3	2.91	1	3.02	1	2.91	6	3.00	1
6. Improve Interest/ Skill in Learning	3.12	2	2.99	5	2.90	5-6	2.82	10	2.73	4	2.95	2	2.79	14	2.86	5
7. Developing Self-Reliance/Independence	3.06	6	2.83	10-11	2.91	4	2.84	8-9	2.65	10	2.76	12	2.97	3	2.82	7-8-9
8. Developing Positive feelings/worth	3.18	1	2.90	7-8	2.81	9	2.70	17	2.68	7-8	2.85	10	2.85	8-9	2.83	6
9. Developing Tolerance/Respectful of Others	2.85	14-15	2.86	9	2.54	14	2.72	15	2.52	16-17	2.86	9	2.84	10	2.70	14
10. Developing Principles/Beliefs	3.07	5	2.80	13	2.65	13	2.87	6	2.56	12-13	2.92	4-5	2.81	12-13	2.78	11-12
11. Developing Skill in Hobbies	2.68	18	2.50	16	2.75	12	2.92	4	2.70	5	2.68	15+	2.83	11	2.77	12
12. Increase Appreciation of Art/Culture	2.78	16-17	1.78	19	2.36	18	2.86	7	2.57	11	2.68	15+	2.87	7	2.67	17-18
13. Gain from Self-Improvement	3.09	3	2.96	6	2.86	7	2.90	5	2.84	3	2.92	4-5	2.92	5	2.91	3
Economic Benefits																
14. Qualify for Entry-Position	2.98	8	2.90	7-8	2.90	5-6	2.58	19	2.52	16-17	2.74	13	2.76	15	2.82	7-8-9
15. Prepare to Handle Increased Job Responsibilities	3.08	4	3.08	3	2.97	2-3	2.98	2	2.68	7-8	2.94	3	2.61	19	2.90	4
16. Increase Job Earnings/Qualifications	2.96	9-10	2.78	14	2.97	2-3	2.76	13-14	2.56	12-13	2.68	15+	3.00	1-2	2.78	11-12
17. Learning Recent Job Knowledge	2.85	14-15	3.17	2	2.80	10	2.77	12	2.87	2	2.88	8	2.93	4	2.92	2
18. Qualifying for New Job	2.89	11	2.82	12	2.85	8	2.78	11	2.69	6	2.72	14	3.00	1-2	2.82	7-8-9
19. Gain new Qualifications	2.88	12-13	3.01	4	2.77	11	2.71	16	2.66	9	2.90	6	2.85	8-9	2.81	10
Benefit Mean	2.79		2.88		2.74		2.80		2.67		2.85		2.86		2.77	
Noneconomic Mean	2.82		2.87		2.72		2.80		2.67		2.84		2.87		2.77	
Economic Mean	2.86		2.93		2.78		2.73		2.69		2.80		2.73		2.77	

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A brief analysis of the correlations reveal that noneconomic benefits and economic benefits correlate at .3777. The overall benefit value correlates with economic benefits and noneconomic benefits. In addition, the overall benefit value correlates with the satisfaction of the learning experience, strength of the learning experience, and opportunity to participate in the learning experiences.

Satisfaction with the learning experience correlates with both economic benefits and noneconomic benefits. The strength of the learning experience correlates with noneconomic benefits and with satisfaction of the learning experience.

The opportunity to participate in their noncredit adult learning experiences correlated with both noneconomic and economic benefits as well as satisfaction of the learning experience and strength of the learning experiences.

The type of recognition received from successfully completing the learning experiences correlated with economic benefits, satisfaction of the learning experiences, and opportunity to participate in the learning experience.

The percent respondents contributed toward the cost of the learning experience correlated positively with noneconomic benefits and with the overall benefit value. The percentage of cost areas showed negative correlations with economic benefits, satisfaction, opportunity to participate in the learning experience, and the recognition received for successful completion of the learning experience.

The length of the learning experience had a positive correlation with economic benefits, satisfaction, opportunity to participate, and recognition received. The length of the learning experience and the strength showed a negative correlation.

Table 15

Correlation Matrix for Benefits, Satisfaction, Strengths, Opportunity to Participate, Recognition Received, Cost, and Hours of the Learning Experience

	Economic Benefit	Non-economic Benefit	Overall Benefit Value	Satisfaction	Strengths	Opportunity to Participate	Recognition
Economic Benefit		.3777* (N=1335)					
Non-economic Benefit							
Overall Benefit Value	.4712* (N=1335)	.9457* (N=1335)		.3606* (N=1310)	.1549* (N=1257)	.2055* (N=1254)	
Satisfaction	.1754* (N=1310)	.3593* (N=1310)					
Strengths		.1556* (N=1257)		.2659* (N=1247)			
Opportunity to Participate	.1000* (N=1254)	.1962* (N=1254)		.3208* (N=1243)	.1050* (N=1216)		
Recognition	.2063* (N=1257)			.2307* (N=1245)		.1903* (N=1198)	
Cost	-.0740** (N=1295)	.0790** (N=1295)	.0832** (N=1295)	-.0870** (N=1279)		-.0770** (N=1226)	-.1534* (N=1232)
Length	.1291* (N=1293)			.1289* (N=1280)	-.0863** (N=1232)	.1723* (N=1232)	.2786* (N=1238)

Note: * < .001
** < .05

Analysis of Significant Differences by Group on Perceived Benefits in Non-credit Adult Education

Fifteen of the 19 possible benefits showed significant differences when tested with various demographic data and learning experience groups. Speculation as to why some groups differed so widely relative to various benefits has not been tested. The differences do; however, strengthen awareness for educational development and point the way for further research efforts. Each of the benefits having significant differences with other variables is reported in the following data.

Benefit 1: Improving skill in reading, writing, or speaking.

(a) There were significant differences ($F = 6.17$, d.f. = 5/340, $p \leq .0000$) among three of the education groupings with group 4 (1-3 yrs. of college, $\bar{X} = 2.40$) scoring lower than group 2 (grade 9-11, $\bar{X} = 2.96$) and group 3 (grade 12, $\bar{X} = 2.87$).

(b) There were significant differences ($F = 6.44$, d.f. = 4/295, $p \leq .0001$) among recognition groups with group 2 (CEU credit, $\bar{X} = 2.27$) scoring lower than group 5 (promotional related aspect, $\bar{X} = 3.29$), group 3 (increased salary aspect, $\bar{X} = 2.91$), group 1 (no special recognition, $\bar{X} = 2.72$), and group 4 (a certificate, $\bar{X} = 2.70$).

(c) There were significant differences ($F = 9.87$ d.f. = 6/342, $p \leq .0000$) among organizational groupings with group 5 (nurses, $\bar{X} = 2.21$) scoring lower than group 1 (adult basic education., $\bar{X} = 3.01$) and group 6 (Cooperative Extension Service-Pride, $\bar{X} = 2.89$); group 1 (adult basic education, $\bar{X} = 3.01$) scored higher than group 3 (vocational-technical, $\bar{X} = 2.53$), group 2 (business-managers, $\bar{X} = 2.43$), and group 5 (nurses, $\bar{X} = 2.21$).

Benefit 3: Learning how to be a more effective parent.

(a) There was a significant difference ($F = 2.75$, d.f. = 4/225, $p \leq .0290$) between two of the age groupings with group 5 (65 years or older, $\bar{X} = 3.50$) scoring higher than group 4 (50-64 yrs., $\bar{X} = 2.53$).

Benefit 5: Becoming better informed about some subject or area of knowledge.

(a) There were significant differences ($F = 3.77$, d.f. = 4/1194, $p \leq .0047$) among three of the age groupings with group 1 (under 25 yrs., $\bar{X} = 3.14$) scoring higher than group 3 (35-49 yrs., $\bar{X} = 2.94$) and group 4 (50-64 yrs., $\bar{X} = 2.93$).

(b) There were significant differences ($F = 7.17$, d.f. = 4/1118. $p \leq .0000$) among recognition groups with group 4 (a certificate, $\bar{X} = 3.12$) scoring higher than group 2 (CEU credit, $\bar{X} = 2.94$) and group 1 (no special recognition, $\bar{X} = 2.85$).

(c) There were significant differences ($F = 4.91$, d.f. = 6/1196, $p \leq .0001$) among organizational groupings with group 2 (business-managers, $\bar{X} = 3.22$) scoring higher than group 4 (community college, $\bar{X} = 2.94$) and group 5 (nurses, $\bar{X} = 2.91$).

Benefit 6: Improving my interest and/or skill in learning more.

(a) There were significant differences ($F = 5.43$, d.f. = 3/1023, $p \leq .0011$) among three of the sex/marital groups with group 1 (single males, $\bar{X} = 3.02$) and group 3 (married males, $\bar{X} = 2.94$) scoring higher than group 4 (married females, $\bar{X} = 2.78$).

(b) There were significant differences ($F = 5.22$, d.f. = 4/1019, $p \leq .0004$) among four of the age groupings with group 1 (under 25 yrs., $\bar{X} = 3.06$) scoring higher than group 2 (25-34 yrs., $\bar{X} = 2.83$), group 3 (35-49 yrs., $\bar{X} = 2.82$), and group 4 (50-64 yrs., $\bar{X} = 2.78$).

(c) There was a significant difference ($F = 3.99$, d.f. = 3/1023, $p \leq .0077$) between two of the employment groups with group 1 (full time employed, $\bar{X} = 2.93$) scoring higher than group 2 (part time employed, $\bar{X} = 2.75$).

(d) There was a significant difference ($F = 5.45$, d.f. = 4/954, $p \leq .0002$) between recognition groups with group 4 (a certificate, $\bar{X} = 2.96$) scoring higher than group 2 (CEU credit, $\bar{X} = 2.75$).

(e) There were significant differences ($F = 3.70$, d.f. = 5/1001, $p \leq .0025$) among groups for length of the learning experience with group 1 (1-9 hours, $\bar{X} = 2.71$) scoring lower than group 6 (50 or more hours, $\bar{X} = 2.96$) and group 4 (30-39 hours, $\bar{X} = 2.95$).

(f) There were significant differences ($F = 5.65$, d.f. = 6/1021, $p \leq .0000$) among organizational groups with group 1 (adult basic education, $\bar{X} = 3.12$) and group 2 (business-managers, $\bar{X} = 2.99$) scoring higher than group 5 (nurses, $\bar{X} = 2.73$).

Benefit 7: Developing a sense of self-reliance or independence.

(a) There was a significant difference ($F = 2.97$, d.f. = 3/654, $p \leq .0312$) between two of the groups on number of noncredit adult learning experiences completed in the last two years with group 1 (this was the first learning experience, $\bar{X} = 2.91$) scoring higher than group 3 (4 or 5 learning experiences, $\bar{X} = 2.63$).

(b) There was a significant difference ($F = 3.65$, d.f. = 6/667, $p \leq .0014$) between organizational groups with group 1 (adult basic education , $\bar{X} = 3.06$) scoring higher than group 5 (nurses, $\bar{X} = 2.65$).

Benefit 8: Developing positive feelings about myself and my worth as a person.

(a) There was a significant difference ($F = 4.42$, d.f. = 3/688, $p \leq .0043$) between two of the sex/marital groups, with group 1 (single males, $\bar{X} = 3.05$) scoring higher than group 4 (married females, $\bar{X} = 2.74$).

(b) There were significant differences ($F = 4.62$, d.f. = 3/688, $p \leq .0033$) among three of the employment groups with group 4 (not employed, $\bar{X} = 3.02$) scoring higher than group 2 (part time employment, $\bar{X} = 2.74$), and group 3 (irregular employment, $\bar{X} = 2.54$).

(c) There were significant differences ($F = 5.12$, d.f. = 6/686, $p \leq .0000$) among organizational groupings with group 1 (adult basic education, $\bar{X} = 3.18$) scoring higher than group 4 (community colleges, $\bar{X} = 2.70$) and group 5 (nurses, $\bar{X} = 2.68$).

Benefit 9: Becoming more tolerant and respectful of others, even if they differ from me in their opinions or conduct.

(a) There was a significant difference ($F = 3.96$, d.f. = 3/604, $p \leq .0082$) between two of the sex/marital groups with group 4 (married females, $\bar{X} = 2.58$) scoring lower than group 3 (married males, $\bar{X} = 2.82$).

(b) There was a significant difference ($F = 4.58$, d.f. = 6/604, $p \leq .0001$) between organizational groupings with group 2 (business-managers, $\bar{X} = 2.86$) scoring higher than group 5 (nurses, $\bar{X} = 2.52$).

Benefit 10: Developing a personal set of principles and beliefs that determine what is right and wrong for me.

(a) There was a significant difference ($F = 4.83$, d.f. = 3/407, $p \leq .0026$) between two of the sex/marital groups with group 1 (single males, $\bar{X} = 3.04$) scoring higher than group 4 (married females, $\bar{X} = 2.64$).

(b) There was a significant difference ($F = 3.91$, d.f. = 6/404, $p \leq .0008$) between organizational groupings with group 1 (adult basic education, $\bar{X} = 3.07$) scoring higher than group 5 (nurses, $\bar{X} = 2.56$).

Benefit 12: Increasing appreciation of artistic or cultural expressions (art, music, drama, dance, poetry, etc.).

(a) There was a significant difference ($F = 3.18$, d.f. = 3/208, $p \leq .0251$) between two of the sex/marital groups, with group 4 (married females, $\bar{X} = 2.80$) scoring higher than group 3 (married males, $\bar{X} = 2.21$).

(b) There was a significant difference (F 4.27, d.f. = 1/202, $p \leq .0401$) between enrollment reasons and those who voluntarily enrolled ($\bar{X} = 2.72$) scored higher than those who were required to enroll ($\bar{X} = 2.24$).

(c) There was a significant difference ($F = 3.68$, d.f. = 4/179, $p \leq .0066$) between recognition groups with group 1 (no special recognition, $\bar{X} = 2.90$) scoring higher than group 4 (a certificate, $\bar{X} = 2.31$).

Benefit 13: Gaining satisfaction from being involved in self-improvement.

(a) There was a significant difference ($F = 2.96$, d.f. = 3/866, $p \leq .0314$) between two of the groups on number of noncredit adult learning experiences completed in the last two years with group 4 (6 or more

learning experiences, $\bar{X}$ = 3.03) scoring higher than group 3 (4 or 5 learning experiences, $\bar{X}$ = 2.78).

Benefit 14: Becoming qualified for an entry-level position.

(a) There was a significant difference (F = 3.70, d.f. = 4/339, $p \leq$ .0057) between two of the age groupings with group 5 (65 yrs. or older, $\bar{X}$ = 3.63) scoring higher than group 4 (50-64 yrs., $\bar{X}$ = 2.66).

(b) There were significant differences (F = 5.55, d.f. = 4/305, $p \leq$ .0003) among recognition groups with group 3 (increased salary aspect, $\bar{X}$ = 3.09) and group 4 (a certificate, $\bar{X}$ = 2.89) scoring higher than group 2 (CEU credit, $\bar{X}$ = 2.47).

(c) There was a significant difference (F = 3.90, d.f. = 5/324, $p \leq$ .0019) between groups for length of the learning experience with group 6 (50 or more hours, $\bar{X}$ = 3.02) scoring higher than group 1 (1-9 hours, $\bar{X}$ = 2.47).

Benefit 15: Preparing to handle increased responsibilities which will make my job more important.

(a) There were significant differences (F = 7.90, d.f. = 3/693, $p \leq$ .0000) among three of the sex/marital groups with group 3 (married males, $\bar{X}$ = 3.06) and group 1 (single males, $\bar{X}$ = 3.01) scoring higher than group 4 (married females, $\bar{X}$ = 2.73).

(b) There was a significant difference (F = 5.61, d.f. = 3/693, $p \leq$ .0008) between two of the employment groups with group 1 (full time employed, $\bar{X}$ = 2.98) scoring higher than group 2 (part time employed, $\bar{X}$ = 2.68).

(c) There were significant differences (F = 8.94, d.f. = 4/636, $p \leq$ .0000) among recognition groups with group 3 (increased salary aspect, $\bar{X}$ = 3.21) and group 4 (a certificate, $\bar{X}$ = 3.03) scoring higher than group 2 (CEU credit, $\bar{X}$ = 2.74) and group 1 (no special recognition, $\bar{X}$ = 2.73).

(d) There was a significant difference (F = 3.65, d.f = 5/672, $p \leq$ .0029) between groups for length of the learning experience with group 5 (40-49 hours, $\bar{X}$ = 3.20) scoring higher than group 1 (1-9 hours, $\bar{X}$ = 2.75).

(e) There were significant differences (F = 6.55, d.f. = 6/690, $p \leq$ .0000) among organizational groups with group 1 (adult basic education $\bar{X}$ = 3.08) and group 2 (business-managers, $\bar{X}$ = 3.08) scoring higher than group 5 (nurses, $\bar{X}$ = 2.68).

Benefit 16: Increasing my job earnings by improving my qualifications.

(a) There were significant differences (F = 5.99, d.f. = 3/501, $p \leq$ .0005) among all four of the sex/marital groups with group 1 (single males, $\bar{X}$ = 2.96), group 2 (single female, $\bar{X}$ = 2.90), and group 3 (married males, $\bar{X}$ = 2.85) scoring higher than group 4 (married females, $\bar{X}$ = 2.56).

(b) There was a significant difference ($F = 4.61$, d.f. = 4/453, $p \leq .0012$) between recognition groups with group 5 (promotional related aspect, $\bar{X} = 3.45$) scoring higher than group 2 (CEU credit, $\bar{X} = 2.61$).

Benefit 17: Learning about recent knowledge affecting my work.

(a) There was a significant difference ($F = 4.11$, d.f. = 3/840, $p \leq .0065$) between two of the sex/marital groups with group 3 (married males, $\bar{X} = 3.05$) scoring higher than group 4 (married females, $\bar{X} = 2.86$).

(b) There was a significant difference ($F = 3.38$, d.f. = 3/840, $p \leq .0179$) between two of the employment groups with group 1 (full time employed, $\bar{X} = 2.98$) scoring higher than group 4 (not employed, $\bar{X} = 2.75$).

(c) There was a significant difference ($F = 5.58$, d.f. = 4/799, $p \leq .0002$) between recognition groups with group 3 (increased salary aspect, $\bar{X} = 3.25$) scoring higher than group 2 (CEU credit, $\bar{X} = 2.85$).

(d) There were significant differences ($F = 4.69$, d.f. = 6/837, $p \leq .0001$) among organizational groupings with group 2 (business-industry $\bar{X} = 3.17$) scoring higher than group 5 (nurses, $\bar{X} = 2.87$), group 3 (vocational-technical, $\bar{X} = 2.80$) and group 4 (community colleges, $\bar{X} = 2.77$).

Benefit 19: Gaining qualifications which enable me to assume a wider variety of responsibilities.

(a) There was a significant difference ($F = 7.37$, d.f. = 3/732, $p \leq .0001$) between two of the sex/marital groups with group 3 (married males, $\bar{X} = 2.98$) scoring higher than group 4 (married females, $\bar{X} = 2.66$).

(b) There was a significant difference ($F = 6.21$, d.f. = 3/732, $p \leq .0004$) between two of the employment groupings with group 1 (full time employed, $\bar{X} = 2.91$) scoring higher than group 2 (part time employed, $\bar{X} = 2.62$).

(c) There were significant differences ($F = 7.40$, d.f. = 4/674, $p \leq .0000$) among recognition groups with group 5 (promotional related aspect, $\bar{X} = 3.45$) and group 3 (increase salary aspect, $\bar{X} = 3.20$) scoring higher than group 2 (CEU credit, $\bar{X} = 2.67$); group 3 (increased salary aspect, $\bar{X} = 3.20$) scored higher than group 1 (no special recognition, $\bar{X} = 2.72$).

(d) There was a significant difference ($F = 3.82$, d.f. = 6/730, $p \leq .0009$) between organizational groupings with group 2 (business-managers $\bar{X} = 3.01$) scoring higher than group 5 (nurses, $\bar{X} = 2.66$).

Perceived Value of Noncredit Adult Education and Significant Differences on Selected Factors

Overall value of noncredit educational experiences differed among several areas including education groups, number of noncredit learning

experiences, and enrollment reason. The analysis relative to perceived overall value is presented in the following data analysis.

(a) There were significant differences ($F = 4.96$, d.f. = 5/1325, $p \leq .0002$) among the education groups with group 2 (grades 9-11, $\bar{X} = 2.44$) scoring lower than group 3 (grade 12, $\bar{X} = 2.75$), group 5 (Bachelor's Degree, $\bar{X} = 2.74$), group 6 (graduate study, $\bar{X} = 2.73$), and group 4 (1-3 yrs. of college, $\bar{X} = 2.73$).

(b) There was a significant difference ($F = 5.49$, d.f. = 3/1301, $p \leq .0010$) between two of the groups on number of noncredit adult learning experiences completed in the past two years and group 4 (6 or more learning experiences, $\bar{X} = 2.81$) scored higher than group 1 (this was the first learning experience, $\bar{X} = 2.59$).

(c) There was a significant difference ($F = 7.17$, d.f. = 1/1312, $p \leq .0075$) for enrollment reason and those who voluntarily enrolled ($\bar{X} = 2.71$) scored higher than those who were required to enroll ($\bar{X} = 2.53$).

(d) There were significant differences ($F = 5.90$, d.f. = 6/1328. $p \leq .0000$) among organizational groups with group 1 (adult basic education, $\bar{X} = 2.40$) scoring lower than group 7 (Cooperative Extension Service-Non Pride, $\bar{X} = 2.86$), group 6 (Cooperative Extension-Pride $\bar{X} = 2.82$), group 2 (business-managers, $\bar{X} = 2.78$), group 4 (community college, $\bar{X} = 2.74$), and group 5 (nurses, $\bar{X} = 2.67$).

Perceived Strengths and Weaknesses of Selected Factors Having Significant Differences for Kansas Adult Learners

As reported in the study of four groups of noncredit learners (Oaklief, 1982) there was at least one significant difference for each of the seven strength ratings. The strengths were tested with groupings on sex/marital status, age, employment, education, number of learning experiences completed in the last two years, recognition received upon successful completion, perceived satisfaction, percent of cost assumed by participant, length of the learning experience, and organizational groups. Respondents rated each of the seven strengths on a four point scale.

The one-way analysis of variance also indicated a significant difference for the overall ratings on strength of the learning experience and organizational group of the respondents. A listing of these significant differences follows.

Strength 1: The knowledge or professional expertise of leader(s) or teacher(s).

(a) There was a significant difference ($F = 3.94$, d.f. = 3/1239, $p \leq .0083$) between two of the sex/marital groups, with group 3 (married males, $\bar{X} = 3.66$) scoring higher than group 2 (single females, $\bar{X} = 3.48$).

(b) There were significant differences ($F = 7.54$, d.f. = 3/1241, $p \leq .0001$) among the employment groups with group 4 (not employed, $\bar{X} = 3.38$) scoring lower than group 2 (part time employed, $\bar{X} = 3.66$), group 3 (irregular employed basis, $\bar{X} = 3.64$), and group 1 (full time employed, $\bar{X} = 3.60$).

(c) There were significant differences ($F = 4.46$, d.f. 4/1155, $p \leq .0014$) among recognition groups with group 2 (CEU credit, $\bar{X} = 3.63$) and group 4 (a certificate, $\bar{X} = 3.62$) scoring higher than group 1 (no special recognition, $\bar{X} = 3.43$).

(d) There was a significant difference ($F = 5.19$, d.f. = 6/1239, $p \leq .0000$) between organizational groupings with group 2 (business-industry, $\bar{X} = 3.70$) scoring higher than group 1 (adult basic education, $\bar{X} = 3.39$).

Strength 2: The ability of the leader(s) or teacher(s) to explain or demonstrate.

(a) There were significant differences ($F = 5.89$, d.f. = 6/1247, $p \leq .0000$) among organizational groupings with group 2 (business-managers, $\bar{X} = 3.72$) scoring higher than group 5 (nurses, $\bar{X} = 3.48$), group 3 (vocational-technical, $\bar{X} = 3.45$), and group 6 (Cooperative Extension Service Pride, $\bar{X} = 3.42$).

Strength 3: The equipment.

(a) There was a significant difference ($F = 4.07$, d.f. = 3/988, $p \leq .0069$) between two of the sex/marital groups with group 1 (single males, $\bar{X} = 3.33$) scoring higher than group 4 (married females $\bar{X} = 3.11$).

Strength 4: The learning materials supplied (books, pamphlets, practice materials).

(a) There was a significant difference ($F = 3.94$, d.f. = 3/1172, $p \leq .0082$) between two of the sex/marital groups with group 3 (married males, $\bar{X} = 3.48$) scoring higher than group 4 (married females, $\bar{X} = 3.30$).

(b) There were significant differences ($F = 6.98$, d.f. = 4/1099, $p \leq .0000$) among recognition groups with group 4 (a certificate, $\bar{X} = 3.51$) scoring higher than group 2 (CEU credit, $\bar{X} = 3.35$) and group 1 (no special recognition, $\bar{X} = 3.20$).

(c) There were significant differences ($F = 6.22$, d.f. = 6/1171. $p \leq .0000$) among organizational groupings with group 2 (business-managers, $\bar{X} = 3.60$) scoring higher than group 5 (nurses, $\bar{X} = 3.33$), group 4

(community colleges, $\bar{X}$ = 3.28), group 6 (Cooperative Extension Service-Pride, $\bar{X}$ = 3.26), and group 7 (Cooperative Extension Service-Non Pride, $\bar{X}$ = 3.09).

Strength 5: Having enough time to learn.

(a) There was a significant difference (F = 2.45, d.f. = 5/1138. $p <$ .0323) between groups for length of the learning experience with group 6 (50 or more hours, $\bar{X}$ = 3.21) scoring higher than group 1 (1-9 hours, $\bar{X}$ = 2.94).

(b) There was a significant difference (F = 2.62, d.f. = 6/1160, $p <$ .0158) between organizational groupings with group 1 (adult basic education, $\bar{X}$ = 3.33) scoring higher than group 4 (community college, $\bar{X}$ = 2.94).

Strength 6: Availability of individual help.

(a) There were significant differences (F = 10.71, d.f. = 3/1049, $p <$ .0000) among all of the sex/marital groups with group 4 (married females, $\bar{X}$ = 2.90) scoring lower than group 1 (single males, $\bar{X}$ = 3.24), group 3 (married males, $\bar{X}$ = 3.20), and group 2 (single females, $\bar{X}$ = 3.16).

(b) There was a significant difference (F = 4.24, d.f. = 4/1047, $p <$ .0021) between two of the age groupings with group 1 (under 25 yrs., $\bar{X}$ = 3.23) scoring higher than group 3 (34-49 years, $\bar{X}$ = 2.98).

(c) There were significant differences (F = 9.07, d.f. = 5/1045, $p <$ .0000) among education groups with group 4 (1-3 yrs. of college, $\bar{X}$ = 2.90) and group 6 (graduate study, $\bar{X}$ = 2.95) scoring lower than group 2 (grade 9-11, $\bar{X}$ = 3.38) and group 3 (grade 12, $\bar{X}$ = 3.26).

(d) There were significant differences (F = 10.92, d.f. = 3/1027, $p <$ .0000) among groups on number of noncredit adult learning experiences completed in the last two years with group 3 (4 or 5 learning experiences, $\bar{X}$ = 2.80) scoring lower than group 1 (this was the first learning experience, $\bar{X}$ = 3.21) and group 2 (2 or 3 learning experiences, $\bar{X}$ = 3.11); group 4 (6 or more learning experiences, $\bar{X}$ = 2.90) scored lower than group 1 (this was the first learning experience, $\bar{X}$ = 3.21).

(e) There was a significant difference (F = 3.77, d.f. = 5/1022, $p <$ .0022) between two groups on cost of the learning experience with group 1 (no cost, $\bar{X}$ = 3.18) scoring higher than group 6 (100%, $\bar{X}$ = 2.94).

(f) There were significant differences (F = 15.99, d.f. = 4/972, $p <$ .0000) among recognition groups with group 2 (CEU credit, $\bar{X}$ = 2.76) scoring lower than group 3 (increased salary aspect, $\bar{X}$ = 3.39), group 4 (a certificate, $\bar{X}$ = 3.24) and group 1 (no special recognition, $\bar{X}$ = 3.09).

(g) There were significant differences (F = 19.45, d.f. = 6/1048, $p <$ .0000) among organizational groupings and group 5 (nurses, $\bar{X}$ = 2.68) scored lower than group 1 (adult basic education, $\bar{X}$ = 3.53), group 4

(community college, $\bar{X}$ = 3.25), group 2 (business-managers $\bar{X}$ = 3.22), group 6 (Cooperative Extension Service-Pride, $\bar{X}$ = 3.18), and group 3 (vocational-technical, $\bar{X}$ = 3.09); group 1 (adult basic education, $\bar{X}$ = 3.53) scored higher than group 3 (vocational-technical, $\bar{X}$ = 3.09).

Strength 7: "Homework" assignments, projects.

(a) There were significant differences (F = 5.03, d.f. = 3/633. $p \leq$ .0019) among three of the employment groups with group 2 (part time employed, $\bar{X}$ = 2.60) scoring lower than group 4 (not employed, $\bar{X}$ = 3.06), and group 1 (full time employed, $\bar{X}$ = 2.88).

(b) There were significant differences (F = 5.61, d.f. = 5/627, $p \leq$ .0000) among three of the education groups with group 4 (1-3 yrs. of college, $\bar{X}$ = 2.62) scoring lower than group 2 (grade 9-11, $\bar{X}$ = 3.06) and group 3 (grade 12, $\bar{X}$ = 3.06).

(c) There were significant differences (F = 4.82, d.f. = 3/619, $p \leq$ .0025) among groups for number of noncredit adult learning experiences completed in the last two years with group 4 (6 or more learning experiences, $\bar{X}$ = 2.61) scoring lower than group 1 (this was the first learning experience, $\bar{X}$ = 2.96) and group 2 (2 or 3 learning experiences, $\bar{X}$ = 2.94).

(d) There were significant differences (F = 12.62, d.f. = 4/571, $p \leq$ .0000) among recognition groups with group 2 (CEU credit, $\bar{X}$ = 2.49) scoring lower than group 3 (increased salary aspect, $\bar{X}$ = 3.24), group 4 (a certificate, $\bar{X}$ = 3.06) and group 1 (no special recognition, $\bar{X}$ = 2.80).

(e) There were significant differences (F = 6.59, d.f. = 5/613, $p \leq$ .0000) among groups for length of the learning experience with group 5 (40-49 hours, $\bar{X}$ = 3.27) and group 6 (50 or more hours, $\bar{X}$ = 3.08) scoring higher than group 3 (20-29 hours, $\bar{X}$ = 2.68) and group 1 (1-9 hours, $\bar{X}$ = 2.61).

(f) There were significant differences (F = 11.04, d.f. = 6/630, $p \leq$ .0000) among organization groupings with group 5 (nurses; $\bar{X}$ = 2.40) scoring lower than group 1 (adult basic education $\bar{X}$ = 3.19), group 3 (vocational-technical, $\bar{X}$ = 3.12), group 4 (community college, $\bar{X}$ = 2.98), group 2 (business-managers, $\bar{X}$ = 2.93), and group 6 (Cooperative Extension Service-Pride, $\bar{X}$ = 2.89).

Strength - Overall Mean

(a) There were significant differences (F = 4.47, d.f. = 4/1248, $p \leq$ .0014) among three of the age groupings with group 1 (under 25, $\bar{X}$ = 3.48) scoring lower than group 5 (65 yrs. and over, $\bar{X}$ = 3.76) and group 4 (50-64 yrs., $\bar{X}$ = 3.65).

(b) There was a significant difference (F = 3.42, d.f. = 5/1227, $p \leq$ .0045) between two groups on cost of the learning experience with group 1 (no cost, $\bar{X}$ = 3.62) scoring higher than group 5 (75-99%, $\bar{X}$ = 3.38).

(c) There was a significant difference ($F = 3.76$, d.f. = 6/1250, $p \leq .0010$) between organizational groupings with group 4 (community colleges, $\bar{X} = 3.71$) scoring higher than group 3 (vocational-technical, $\bar{X} = 3.42$).

Perceived Satisfaction and Selected Factors Having Significant Differences for Kansas Adult Learners

The participant's satisfaction differed significantly on eight factors. These differences are reported in the following data.

(a) There were significant differences ($F = 10.29$, d.f. = 3/1303, $p \leq .0000$) among all of the sex/marital groups with group 4 (married females, $\bar{X} = 3.54$) scoring lower than group 3 (married males, $\bar{X} = 3.84$), group 1 (single males, $\bar{X} = 3.77$), and group 2 (single females, $\bar{X} = 3.73$).

(b) There was a significant difference ($F = 3.99$, d.f. = 3/1305, $p \leq .0077$) between two of the employment groups with group 1 (full time employed, $\bar{X} = 3.74$) scoring higher than group 2 (part time employed, $\bar{X} = 3.55$).

(c) There were significant differences ($F = 7.29$, d.f. = 5/1300, $p \leq .0000$) among education groups with group 1 (grade 8 or less, $\bar{X} = 3.39$) scoring lower than group 2 (grade 9-11, $\bar{X} = 3.90$); group 4 (1-3 yrs. of college, $\bar{X} = 3.55$) scored lower than group 2 (grade 9-11, $\bar{X} = 3.90$; and group 3 (grade 12, $\bar{X} = 3.84$).

(d) There was a significant difference ($F = 2.91$, d.f. = 3/1277, $p \leq .0336$) between two groups on number of noncredit adult learning experiences completed in the last two years with group 2 (2 or 3 learning experiences, $\bar{X} = 3.74$) scoring higher than group 3 (4 or 5 learning experiences, $\bar{X} = 3.54$).

(e) There was a significant difference ($F = 4.50$, d.f. = 5/1273, $p \leq .0005$) between two groups on cost of the learning experience with group 1 (no cost, $\bar{X} = 3.76$) scoring higher than group 6 (100%, $\bar{X} = 3.56$).

(f) There were significant differences ($F = 19.86$, d.f. = 4/1211, $p \leq .0000$) among recognition groups with group 5 (promotional related aspect, $\bar{X} = 4.21$) and group 4 (a certificate, $\bar{X} = 3.91$) scoring higher than group 1 (no special recognition, $\bar{X} = 3.52$) and group 2 (CEU credit, $\bar{X} = 3.46$).

(g) There were significant differences ($F = 6.37$, d.f. = 5/1274, $p \leq .0000$) among groups for length of the learning experience with group 1 (1-9 hours, $\bar{X} = 3.49$) scoring lower than group 5 (40-49 hours, $\bar{X} = 3.89$), group 6 (50 or more hours, $\bar{X} = 3.80$), group 2 (10-19 hours, $\bar{X} = 3.76$), and group 4 (30-39 hours, $\bar{X} = 3.75$).

(h) There were significant differences ($F = 16.27$, d.f. = 6/1303, $p \leq .0000$) among organizational groupings with group 5 (nurses, $\bar{X} = 3.41$) scoring lower than group 2 (business-managers, $\bar{X} = 3.99$), group 1 (adult basic education, $\bar{X} = 3.94$), group 6 (Cooperative Extension

Service-Pride $\bar{X}$ = 3.85), and group 4 (community college, $\bar{X}$ = 3.69); group 2 (business-managers, $\bar{X}$ = 3.99) scored higher than group 4 (community colleges, $\bar{X}$ = 3.69) and group 3 (vocational-technical, $\bar{X}$ = 3.66).

Extent of Participation in the Learning Experience and Significant Differences on Selected Factors

Each participation opportunity area generated significant differences over several analysis groups. The opportunity to participate in developing the goals and ideas for the learning experience generated significant differences over nine areas. The opportunity to share experiences in the learning environment generated eight significant differences. The opportunity to contribute to the process by which the learning experience was evaluated contained four areas of significant differences as indicated in the following information.

Opportunity 1: Participate in developing the goals and ideas for the learning experience.

(a) There were significant differences (F = 21.01, d.f. = 3/1274, $p \leq$ .0000) among the sex/marital groups with group 4 (married females, $\bar{X}$ = 2.50) scoring lower than group 1 (single males, $\bar{X}$ = 3.06), group 3 (married males, $\bar{X}$ = 3), and group 2 (single females, $\bar{X}$ = 2.74); group 2 (single females, $\bar{X}$ = 2.74) scored lower than group 1 (single males, $\bar{X}$ = 3.06) and group 3 (married males, $\bar{X}$ = 3).

(b) There were significant differences (F 10.70, d.f. = 4/1270, $p \leq$ .0000) among age groupings with group 1 (under 25 yrs., $\bar{X}$ = 3.07) scoring higher than group 4 (50-64 yrs., $\bar{X}$ = 2.78), group 3 (35-49 yrs., $\bar{X}$ = 2.67), and group 2 (25-34 yrs., $\bar{X}$ = 2.52); group 4 (50-64 yrs., $\bar{X}$ = 2.78) scored lower than group 2 (25-34 yrs., $\bar{X}$ = 2.52).

(c) There were significant differences (F = 8.51, d.f. = 3/1274, $P \leq$ = .0000) among three of the employment groupings with group 2 (part time employed, $\bar{X}$ = 2.46) scoring lower than group 1 (full time employed, $\bar{X}$ = 2.83), and group 4 (not employed, $\bar{X}$ = 2.76).

(d) There were significant differences (F = 16.20, d.f. = 5/1269, $p \leq$ .0000) among education groups with group 5 (Bachelor's Degree, $\bar{X}$ = 2.35) scoring lower than group 2 (grade 9-11, $\bar{X}$ = 3.14), group 3 (grade 12, $\bar{X}$ = 3.05), group 1 (grade 8 or less, $\bar{X}$ = 2.95) and group 4 (1-3 yrs. of college, $\bar{X}$ = 2.65); group 6 (graduate study, $\bar{X}$ = 2.60) and group 4 (1-3 yrs. of college, $\bar{X}$ = 2.65) scored lower than group 2 (grade 9-11, $\bar{X}$ = 3.14) and group 3 (grade 12, $\bar{X}$ = 3.05).

(e) There were significant differences ($F = 17.25$, d.f. = 3/1248 , $p < .0000$) among groups on number of noncredit adult learning experiences completed in the last two years with group 1 (this was the first learning experience, $\bar{X} = 2.90$) and group 2 (2 or 3 learning experiences, $\bar{X} = 2.87$) scoring higher than group 3 (4 or 5 learning experiences, $\bar{X} = 2.51$) and group 4 (6 or more learning experiences, $\bar{X} = 2.42$).

(f) There was a significant difference ($F = 3.90$, d.f. = 5/1245, $p < .0016$) between two groups on cost of the learning experience with group 4 (50-74%, $\bar{X} = 3.01$) scoring higher than group 6 (100%, $\bar{X} = 2.57$).

(g) There were significant differences ($F = 28.31$, d.f. = 4/1186, $p < .0000$) among recognition groups with group 2 (CEU credit, $\bar{X} = 2.33$) scoring lower than group 5 (promotional related aspect, $\bar{X} = 3.36$), group 4 (a certificate, $\bar{X} = 3.01$), group 3 (increased salary aspect, $\bar{X} = 2.98$), and group 1 (no special recognition, $\bar{X} = 2.82$).

(h) There were significant differences ($F = 10.53$, d.f. = 5/1250, $p < .0000$) among groups for length of the learning experience with group 1 (1-9 hours, $\bar{X} = 2.47$) scoring lower than group 6 (50 or more hours, $\bar{X} = 3.06$), group 2 (10-19 hours, $\bar{X} = 2.86$), and group 4 (30-39 hours, $\bar{X} = 2.84$); group 3 (20-29 hours, $\bar{X} = 2.63$) scored lower than group 6 (50 or more hours, $\bar{X} = 3.06$).

(i) There were significant differences ($F = 23.49$, d.f. = 6/1272, $p < .0000$) among organizational groupings with group 5 (nurses, $\bar{X} = 2.30$) scoring lower than group 1 (adult basic education, $\bar{X} = 3.15$), group 3 (vocational-technical, $\bar{X} = 3.04$), group 2 (business-managers, $\bar{X} = 3.03$), group 6 (Cooperative Extension Service-Pride, $\bar{X} = 3.01$), and group 4 (community colleges, $\bar{X} = 2.78$).

Opportunity 2: Share their own experiences so that others could learn from these.

(a) There were significant differences ($F = 18.38$, d.f. = 3/1269, $p < .0000$) among three of the sex/marital groups with group 3 (married males, $\bar{X} = 3.22$) scoring higher than group 4 (married females, $\bar{X} = 2.77$) and group 2 (single females, $\bar{X} = 2.79$).

(b) There was a significant difference ($F = 4.73$, d.f. = 3/1269, $p < .0028$) between two of the employment groups with group 1 (full time employed, $\bar{X} = 2.99$) scoring higher than group 4 (not employed, $\bar{X} = 2.79$).

(c) There were significant differences ($F = 5.16$, d.f. = 3/1244, $p < .0015$) among groups on number of noncredit adult learning experiences completed in the past two years with group 2 (2 or 3 learning experiences, $\bar{X} = 3.04$) scoring higher than group 4 (6 or more learning experiences, $\bar{X} = 2.80$) and group 3 (4 or 5 learning experiences, $\bar{X} = 2.79$).

(d) There was a significant difference ($F = 4.93$, d.f. = 1/1252, $p < .0266$) for enrollment reason and those who were required to

enroll ($\bar{X}$ = 3.08) scored higher than those who voluntarily enrolled ($\bar{X}$ = 2.89).

(e) There was a significant difference (F = 3.77, d.f. = 5/1238, $p \leq$ .0022) between two groups on cost of the learning experience with group 1 (no cost, $\bar{X}$ = 3.03) scoring higher than group 6 (100%, $\bar{X}$ = 2.78).

(f) There were significant differences (F = 21.10, d.f. = 4/1183, $p \leq$ .0000) among recognition groups with group 2 (CEU credit, $\bar{X}$ = 2.63) scoring lower than group 5 (promotional related aspect, $\bar{X}$ = 3.46), group 3 (increased salary aspect, $\bar{X}$ = 3.31) group 4 (a certificate, $\bar{X}$ = 3.14) and group 1 (no special recognition, $\bar{X}$ = 2.95).

(g) There were significant difference (F = 5.44, d.f. = 5/1245, $p \leq$ .0001) among groups for length of the learning experience with group 1 (1-9 hours, $\bar{X}$ = 2.72) scoring lower than group 6 (50 or more hours, $\bar{X}$ = 3.11) and group 4 (30-39 hours, $\bar{X}$ = 3.01).

(h) There were significant differences (F = 20.32, d.f. = 6/1267, $p \leq$ .0000 among organizational groupings with group 5 (nurses, $\bar{X}$ = 2.62) scoring lower than group 2 (business-managers, $\bar{X}$ = 3.39), group 6 (Cooperative Extension Service-Pride, $\bar{X}$ = 3.13), group 4 (community colleges, $\bar{X}$ = 2.98) and group 3 (vocational-technical, $\bar{X}$ = 2.98); group 2 (business-managers, $\bar{X}$ = 3.39) scored higher than group 4 (community college, $\bar{X}$ = 2.98), group 3 (vocational technical, $\bar{X}$ = 2.98), group 7 (Cooperative Extension Service Non-Pride, $\bar{X}$ = 2.79), group 1 (adult basic education, $\bar{X}$ = 2.78) and group 5 (nurses, $\bar{X}$ = 2.62).

Opportunity 3: Contribute to the process by which the learning experience was evaluated.

(a) There were significant differences (F = 8.99, d.f. = 3/1260, $p \leq$ .0000) among the sex/marital groups with group 3 (married males, $\bar{X}$ = 3.07) scoring higher than group 4 (married females, $\bar{X}$ = 2.80) and group 2 (single females, $\bar{X}$ = 2.65).

(b) There was a significant difference (F = 5.35, d.f. = 4/1174, $p \leq$ .0003) between recognition groups with group 4 (a certificate, $\bar{X}$ = 2.97) scoring higher than group 1 (no special recognition, $\bar{X}$ = 2.68).

(c) There were significant differences (F = 5.96, d.f. = 5/1238, $p \leq$ .0000) among groups for length of the learning experience with group 1 (1-9 hours, $\bar{X}$ = 2.63) scoring lower than group 4 (30-39 hours, $\bar{X}$ = 3.00), group 3 (20-29 hours, $\bar{X}$ = 2.96), and group 6 (50 or more hours, $\bar{X}$ = 2.95).

(d) There were significant differences F = 5.93, d.f. = 6/1259, $p \leq$ .0000) among organizational groupings with group 2 (business-managers, $\bar{X}$ = 3.20) scoring higher than group 4 (community college, $\bar{X}$ = 2.80), group 6 (Cooperative Extension Service-Pride, $\bar{X}$ = 2.77), group 5 (nurses, $\bar{X}$ = 2.77) and group 3 (vocational-technical, $\bar{X}$ = 2.71).

Opportunity Mean

(a) There were significant differences ($F = 22.02$, d.f. = 3/1249, $p \leq .0000$) among sex/marital groupings with group 4 (married females, $\bar{X} = 2.69$) and group 2 (single females, $\bar{X} = 2.72$) scoring lower than group 3 (married males, $\bar{X} = 3.10$) and group 1 (single males, $\bar{X} = 2.98$).

(b) There was a significant difference ($F = 4.10$, d.f. = 4/1245, $p \leq .0027$) between two of the age groupings with group 1 (under 25 yrs., $\bar{X} = 2.99$) scoring higher than group 2 (25-34 yrs., $\bar{X} = 2.72$).

(c) There was a significant difference ($F = 5.11$, d.f. = 3/1249, $p \leq .0016$) between two of the employment groups with group 1 (full time employed, $\bar{X} = 2.90$) scoring higher than group 2 (part time employed, $\bar{X} = 2.70$).

(d) There were significant differences ($F = 6.29$, d.f. = 5/1244, $p \leq .0000$) among education groups with group 5 (Bachelor's Degree, $\bar{X} = 2.67$) scoring lower than group 2 (grade 9-11, $\bar{X} = 3.03$) and group 3 (grade 12, $\bar{X} = 3.00$); group 4 (1-3 yrs. of college, $\bar{X} = 2.76$) scored lower than group 3 (grade 12, $\bar{X} = 3.00$).

(e) There were significant differences ($F = 6.46$, d.f. = 3/1224, $p \leq .0002$) among groups on number of noncredit adult learning experiences completed in the last two years with group 2 (2 or 3 learning experiences, $\bar{X} = 2.94$) scoring higher than group 4 (6 or more learning experiences, $\bar{X} = 2.72$) and group 3 (4 or 5 learning experiences, $\bar{X} = 2.69$).

(f) There were significant difference ($F = 22.03$, d.f. = 4/1164, $p \leq .0000$) among recognition groups with group 1 (no special recognition, $\bar{X} = 2.81$) scoring lower than group 4 (a certificate, $\bar{X} = 3.04$); group 2 (CEU credit, $\bar{X} = 2.58$) scored lower than group 5 (promotional related aspect, $\bar{X} = 3.41$), group 3 (increased salary aspect, $\bar{X} = 3.10$), group 4 (a certificate, $\bar{X} = 3.04$) and group 1 (no special recognition, $\bar{X} = 2.81$).

(g) There were significant differences ($F = 9.43$, d.f. = 5/1226, $p \leq .0000$) among groups for length of the learning experience with group 1 (1-9 hours, $\bar{X} = 2.61$) scoring lower than group 6 (50 or more hours, $\bar{X} = 3.04$), group 4 (30-39 hours, $\bar{X} = 2.94$) group 2 (10-19 hours, $\bar{X} = 2.88$) and group 3 (20-29 hours, $\bar{X} = 2.84$).

(h) There were significant differences ($F = 18.72$, d.f. = 6/1247, $p \leq .0000$) among organizational groupings with group 5 (nurses, $\bar{X} = 2.57$) scoring lower than group 2 (business-managers, $\bar{X} = 3.21$), group 6 (Cooperative Extension Service-Pride, $\bar{X} = 2.97$), group 1 (adult basic education, $\bar{X} = 2.92$), group 3 (vocational-technical, $\bar{X} = 2.91$) and group 4 (community college, $\bar{X} = 2.85$); group 2 (business-industry, $\bar{X} = 3.21$) scored higher than group 4 (community college, $\bar{X} = 2.85$), group 7 (Cooperative Extension Service Non-Pride, $\bar{X} = 2.75$), and group 5 (nurses, $\bar{X} = 2.57$).

Significant Differences on Overall Noneconomic and Economic Benefits

There were seven areas of overall significant differences on economic and four areas on noneconomic benefit areas. The analysis revealed the following data.

Overall Economic Benefits

(a) There were significant differences ($F = 7.09$, d.f. = 4/1326, $p \leq .0000$) among the age groupings with group 5 (65 yrs. and over; $\bar{X} = 1.57$) scoring lower than group 2 (25-34 yrs., $\bar{X} = 2.42$), group 1 (under 25 yrs., $\bar{X} = 2.24$), and group 3 (35-49 yrs., $\bar{X} = 2.17$); group 4 (50-64 yrs., $\bar{X} = 2.10$) scored lower than group 2 (25-34 yrs.; $\bar{X} = 2.42$).

(b) There were significant differences ($F = 15.44$, d.f. = 3/1330, $p \leq .0000$) among three of the employment groupings with group 4 (not employed, $\bar{X} = 1.73$) scoring lower than group 1 (full time employed, $\bar{X} = 2.34$) and group 2 (part time employed, $\bar{X} = 2.32$).

(c) There were significant differences ($F = 6.29$, d.f. = 5/1325, $p \leq .0000$) among education groups with group 4 (1-3 yrs. of college, $\bar{X} = 2.42$) scoring higher than group 3 (grade 12, $\bar{X} = 1.97$) and group 1 (grade 8 or less, $\bar{X} = 1.67$).

(d) There were significant differences ($F = 18.59$, d.f. = 3/1301, $p \leq .0000$) among groups on number of noncredit adult learning experiences completed in the last two years with group 1 (this was the first learning experience, $\bar{X} = 1.86$) scoring lower than group 2 (2 or 3 learning experiences, $\bar{X} = 2.24$), group 3 (4 or 5 learning experiences, $\bar{X} = 2.40$), and group 4 (6 or more more learning experiences, $\bar{X} = 2.55$); group 2 (2 or 3 learning experiences, $\bar{X} = 2.24$) scored lower than group 4 (6 or more learning experiences, $\bar{X} = 2.55$).

(e) There were significant differences ($F = 50.81$, d.f. = 4/1251, $p \leq .0000$) among recognition groups with group 4 (a certificate, $\bar{X} = 2.37$) scoring lower than group 3 (increased salary aspect, $\bar{X} = 2.99$); group 1 (no special recognition, $\bar{X} = 1.33$) scored lower than group 5 (promotional related aspect, $\bar{X} = 3.26$), group 3 (increased salary aspect, $\bar{X} = 2.99$), group 2 (CEU credit, $\bar{X} = 2.55$), and group 4 (a certificate, $\bar{X} = 2.37$).

(f) There were significant differences ($F = 7.65$ d.f. = 5/1287, $p \leq .0000$) among groups for length of learning experience with group 2 (10-19 hours, $\bar{X} = 1.92$) scoring lower than group 5 (40-49 hours, $\bar{X} = 2.56$), group 3 (20-29 hours, $\bar{X} = 2.44$), group 4 (30-39 hours, $\bar{X} = 2.40$), and group 6 (50 or more hours, $\bar{X} = 2.39$); group 1 (1-9 hours, $\bar{X} = 2.05$) scored lower than group 3 (20-29 hours, $\bar{X} = 2.44$).

(g) There were significant differences ($F = 36.23$, d.f. = 6/1328, $p \leq .0000$) among organizational groupings with group 4 (community colleges, $\bar{X} = 1.37$) scoring lower than group 2 (business-managers, $\bar{X} = 2.81$), group 5 (nurses, $\bar{X} = 2.55$), group 3 (vocational-technical, $\bar{X} = 2.18$) and group 1 (adult basic education, $\bar{X} = 2.09$); group 2

(business-managers, $\bar{X}$ = 2.81) and group 5 (nurses, $\bar{X}$ = 2.55) scored higher than group 1 (adult basic education, $\bar{X}$ = 2.09), group 7 (Cooperative Extension Service-Non Pride, $\bar{X}$ = 1.81) and group 6 (cooperative extension service-Pride, $\bar{X}$ = 1.77); group 2 (business-managers, $\bar{X}$ = 2.81) scored higher than group 3 (vocational-technical, $\bar{X}$ = 2.18).

Overall Noneconomic Benefits

(a) There were significant differences (F = 5.44, d.f. = 5/1325, $p \leq$ .0001) among education groups with group 2 (grade 9-11, $\bar{X}$ = 2.42) scoring lower than group 3 (grade 12, $\bar{X}$ = 2.76), group 5 (Bachelor's Degree, $\bar{X}$ = 2.75), group 6 (graduate study, $\bar{X}$ = 2.74) and group 4 (1-3 yrs. of college, $\bar{X}$ = 2.71).

(b) There was a significant difference (F = 4.86, d.f. = 3/1301, $p \leq$ .0023) for two of the groups on number of noncredit adult learning experiences completed in the last two years with group 4 (6 or more learning experiences, $\bar{X}$ = 2.81) scoring higher than group 1 (this was the first learning experience, $\bar{X}$ = 2.60).

(c) There was a significant difference (F = 7.06, d.f. = 1/1312, $p \leq$ .0080) between enrollment reasons and those who voluntarily enrolled ($\bar{X}$ = = 2.71) scored higher than those who were required to enroll. ($\bar{X}$ = 2.53).

(d) There were significant differences (F = 5.69, d.f. = 6/1328, $p \leq$ .0000) among organizational groupings with group 1 (adult basic education, $\bar{X}$ = 2.40) scoring lower than group 7 (Cooperative Extension Service - Non Pride, $\bar{X}$ = 2.87) group 6 (Cooperative Extension Service - Pride, $\bar{X}$ = 2.82), group 2 (business-managers, $\bar{X}$ = 2.77), group 4 (community colleges, $\bar{X}$ = 2.75), and group 5 nurses, $\bar{X}$ = 2.68).

Summary and Recommendations

Data analysis and findings of the research project to determine benefits and characteristics of noncredit adult education in Kansas were based upon the responses of 1,334 adults representing seven different provider groups. These provider groups included adult basic education, business managers, vocational-technical schools, community colleges, registered nurses, and Cooperative Extension Service Pride and Non Pride. The population responded to a questionnaire (see Appendix A) designed to obtain demographic data, learning experience data, and benefit and satisfaction levels of the non-credit adult learning experience.

The findings are summarized for each of the seven provider groups followed by recommendation statements.

Adult Basic Education Group

Summary. The 136 adult basic education respondents were, for the most part, single males and females under 34 years of age possessing less than a high school education and they were either unemployed or employed full time. The data revealed that this was their first noncredit adult learning experience in 71.3 percent of the cases. Over 90 percent of the adult basic education group participated in the learning experience voluntarily in order to overcome an educational weakness and to learn more. The length of their learning experiences, for 36.4 percent, was 50 or more hours and participants did not contribute to the cost of the learning experience in 58.5 percent of the cases. A certificate for successful completion of the learning experience was received by 57.7 percent and 28.8 percent reported no special recognition.

In terms of their overall satisfaction of the noncredit adult learning experience, 37 percent were "quite" satisfied and 36.2 percent were "very" satisfied. Strengths of the learning experience were considered to be the availability of individual help and the ability of the teachers to explain and demonstrate. Their highest opportunity to participate in the noncredit adult learning experience was in helping to develop the goals and ideas for their learning.

Adult basic education survey participants indicated their most relevant benefit to be that of improving skill in reading, writing, and speaking and their second most relevant benefit was to become better informed about a subject or area of knowledge. Adult basic education respondents rated the actual benefit level of the noncredit adult learning experience at 2.79 from a possible 4 point scale. Their highest actual benefit received was for

"developing a positive feeling about themselves and their work as a person" followed closely by "improving their interest and skill in learning more," and "gaining satisfaction from being involved in self-improvement." Adult basic education participants received both noneconomic and economic benefits from their learning experiences.

Recommendations for Providers of Adult Basic Education.

1. Continue to provide noncredit adult learning experiences for participants since they did benefit from these experiences and they indicated satisfaction with their learning experiences.

2. Continue to employ teachers with high expertise who have the ability to explain and demonstrate.

3. Continue to provide for the participant's development of positive feelings and worth as a person.

4. Continue to emphasize the development of self-reliance and independence among participants.

5. Continue to emphasize progress toward participant's overcoming educational weaknesses, learning more, and expanding student's minds.

6. Encourage participation from married males and females over 35 years.

7. Present a certificate for successful completion of the learning experience.

8. Provide an opportunity for participants to share personal experiences and to contribute to the evaluation process.

9. Emphasize improvement in equipment and the learning materials supplied.

Business Managers Group

Summary. There were 210 managers responding to the survey indicating this group to be composed of 76.7 percent married males with 37.8 percent

from the 25-34 age category, 26.3 percent from the 35-49 age category, and 15.3 percent from the 50-64 age category. Approximately 97 percent were employed full time and only .05 percent were unemployed. Business managers having completed the twelfth grade represented 37.5 percent of the population, those completing 1-3 years of college represented 24 percent, and those with a bachelor's degree represented 23.6 percent. Over the last two years, 57.1 percent of the business managers completed two or three noncredit adult learning experiences; however, 22.2 percent indicated that this was the first noncredit adult learning experience completed in the last two years.

Over 80 percent of the respondents from the business manager group participated voluntarily. Reasons for their voluntary enrollment included "wanting to learn more and expand their minds," 31.7 percent; "improving their chances for promotion," 19.6 percent; "developing a special skill," 14.8 percent; and "overcoming an educational weakness," 12.8 percent. Approximately 68 percent of the business managers made no financial contribution to their learning experience while 14.1 percent contributed up to 24 percent of the total cost. The length of the learning experience reported by 33.6 percent of the business managers was in the 20-29 hour category, 22 percent in the 30-39 hour category, and only 9.8 percent in the 1-9 hour and the 40-49 hour category.

Business managers received a certificate for successful completion of the learning experience in 86.9 percent of the cases while 7.9 percent received no special recognition. They were "very" satisfied with their learning experiences in 14.6 percent of the cases, 70.8 percent were "quite" satisfied, 13.1 percent were "moderately" satisfied, and 1.5 indicated "slight" satisfaction. Not one business manager reported that they were "not at all satisfied." Out of a possible 5 point scale, a satisfaction mean of 3.99 was recorded.

The ability of the leader or teachers to explain or demonstrate was ranked first as a strength of the noncredit adult learning experience, while homework assignments and having enough time for learning were ranked sixth and seventh out of the seven features. The highest opportunity to participate was for sharing of personal experiences so others could learn from these experiences. Business managers were highest in the overall opportunity to participate when compared with the seven participant groups.

The relevance of the 19 benefits was reported to be in both the economic and noneconomic areas. "Becoming better informed about some subject or area of knowledge" was the most relevant benefit, while "preparing to handle increased responsibilities which would make their job more important" was the second most relevant benefit expected from their learning experience.

In terms of actual benefits received from the learning experience, respondents from the business manager group rated "becoming better informed about some subject or area of knowledge" as their highest actual benefit with a mean score of 3.22 out of the 4 point scale. The second highest actual benefit, with a mean of 3.17, was for "learning about recent knowledge affecting my work." The economic benefit mean was 2.93, the noneconomic benefit mean was 2.87, and the overall benefit mean was 2.88.

Recommendations for Providers of Business Manager Training

1. Continue to offer noncredit adult learning experiences because participants did receive benefits and they were satisfied with their experience.

2. Continue to utilize teachers and instructors who possess the knowledge and professional expertise and who have the ability to explain and demonstrate.

3. Emphasize the hiring and development of female managers.

4. Continue the process of providing business managers with educational experiences which are based on strong subject/knowledge benefit areas.

5. Job oriented education should be provided as a variable of the economic benefits of noncredit adult education for business managers.

Vocational-Technical Group

Summary. Out of the 135 vocational-technical respondents, 34.1 percent were married males and the other three categories of single females, single males, and married females represented approximately 20 percent each. Approximately half of the respondents were under 25 years of age, possessed a high school education, and were employed full time. Those not employed represented 19.3 percent and those employed on an irregular basis represented 8.1 percent.

This was the first noncredit adult learning experience completed in the last two years for 62.9 percent and 85.2 percent voluntarily enrolled in the learning experience. Twenty-seven percent indicated that they paid 100 percent of the cost of their learning experience and 53.6 percent reported the length of their experience to be 50 or more hours. A certificate was received for successful completion of the learning experience by 59.7 percent of the participants.

Forty-four percent were "quite" satisfied with their learning experience and an overall satisfaction mean of 3.66, from a possible 5 point scale, was recorded. Among the seven strength features of the learning experience, the two highest ranked were the "expertise of the leader and teachers" and the "ability of the leaders and teachers to demonstrate." The lowest ranked strength was for "the availability of individual help."

The top two most relevant of the 19 benefits for the vocational-technical group were "becoming better informed about some subject or area of knowledge" and "improving interest and/or skill in learning more." The

highest ranked actual benefits from the noncredit adult learning experiences were for "becoming better informed about some subject or area of knowledge," with a mean score of 3.06 from the 4 point scale, and "increasing their job earnings by improving their qualifications" and "preparing to handle increased responsibilities which will make my job more important" with mean scores of 2.97. The overall mean score for the 19 benefits was 2.74.

Recommendations for Providers of Vocational-Technical Education.

1. Continue to provide noncredit adult learning experiences for participants since they did benefit from these experiences and they were satisfied with the experiences.

2. Continue to employ teachers with high expertise who have the ability to explain and demonstrate.

3. Encourage participants to re-enroll in noncredit adult learning experiences.

4. Encourage participation of those persons over 35 years of age.

5. Encourage teachers to give students individual help.

6. Encourage participation of those employed part time, those employed on an irregular basis, and those not employed.

7. Award a certificate for successful completion of the learning experience.

Community College Group

Summary. The community college participants were primarily married females, 49.5 percent, and were under 65 years of age. Over half of the 206 respondents were employed full time and their educational level included some previous college work. Within the last two years, this group completed their first noncredit adult learning experience in 51.5 percent of the cases. Those indicating voluntary enrollment represented 91.3 percent of the respondents. Over half contributed 100 percent of the cost for their

learning experience and 48.2 percent received no special recognition for successfully completing their learning experience.

Approximately 50 percent of the respondents were "quite" satisfied with the noncredit adult learning experience and a mean score of 3.69, out of a 5 point scale, was reported for the overall satisfaction rating. The strengths of the learning experience were the "expertise of leaders and teachers" and the "ability of leaders and teachers to explain and demonstrate." The highest opportunity to participate in the learning experience was "sharing their own experiences so others could learn from these."

Out of the 19 possible benefits, the most relevant was for "becoming better informed about some subject or area of knowledge." The overall benefit mean was 2.80 from the 4 point scale while the overall noneconomic mean for the first 13 benefits was 2.80 and the overall economic mean for the last six benefit items was 2.73.

Recommendations for Providers of Community College Education.

1. Continue to provide noncredit adult learning experiences for participants since they did benefit from these experiences and they were satisfied with the experiences.

2. Continue to employ teachers with high expertise who have the ability to explain and demonstrate.

3. Encourage participation from those persons 65 years of age and older.

4. Encourage participation of single males.

5. Encourage participation of those persons not employed full time.

6. Encourage re-enrollment of participants.

Registered Nurses Group

Summary. Out of the 446 nurses surveyed, 81.4 percent were married females, while approximately 30 percent of the participants were in each of

the age groups including 25-34, 35-49, and 50-64. Only 1.6 percent of the nurse participants were under 25 years of age and over half of the respondents had completed 1-3 years of college. The majority of nurses were employed full time or part time and 46.3 percent had completed six or more learning experiences within the last two years. Those nurses indicating a voluntary enrollment reason represented 92.8 percent of the survey respondents. Their contribution to the cost of the learning experience was 100 percent in 58.4 percent of the cases and those not contributing to the cost represented 18.9 percent of the respondents. The length of the learning experience as reported by 31.2 percent was for the 1-9 hour category and 27.1 percent reported a length of 20-29 hours. Nurses were awarded a continuing education unit, according to 95.5 percent of the respondents, as recognition for successful completion of the learning experience.

Those survey participants rating their overall satisfaction of the noncredit learning experience reported a "very" satisfied rating in only 2.5 percent of the cases, while 46.4 percent were "quite" satisfied, and 41.9 percent were "moderately" satisfied. An overall mean satisfaction score of 3.41, out of a 5 point scale, identified the nurse group as having the lowest overall satisfaction rating of the seven provider groups. Strengths of the learning experience were the "expertise of the instructor" and "the instructor's ability to explain and demonstrate." Nurses reported that their highest opportunity to participate was through their contribution to the process by which the learning experience was evaluated.

Out of the 19 possible benefits, the most relevant was "becoming better informed about some subject or are of knowledge" and this benefit was also the highest ranked benefit actually received with a mean of 2.91 from the 4 point scale. The second highest benefit actually received was "learning about recent knowledge affecting my work." The overall mean score for the

benefits actually received was 2.67 and this resulted in nurses receiving the lowest actual overall benefit mean score among the seven respondent groups.

Recommendations for Providers of Educational Programs for Nurses.

1. Continue to offer adult education learning experiences.

2. Emphasize involvement of the under 25 age group.

3. Involve participants in developing the goals and ideas for the learning experience.

4. Enhance participant's satisfaction level and benefit level.

Cooperative Extension Service Pride Group

Summary. There were 130 respondents in the Cooperative Extension Service Pride group of which 44.5 percent were married females, 28.9 percent were married males, and 20.3 percent were single females. The largest age category was the 35-49 age range constituting 34.6 percent of the Pride respondents. Over 50 precent of those surveyed were employed full time and 36.2 percent had completed a high school education. The data on the number of adult learning experiences completed in the last two years revealed that 39.5 percent completed 2 or 3 experiences. A voluntary enrollment described 95.4 percent of the Extension Pride respondents. Within the seven voluntary participation reasons, 37.7 percent enrolled to learn more. There was no cost for the learning experience as reported by 34.1 percent while 26.3 percent indicated that they paid all of the cost of the experience. The length of the learning experience for 40.6 of the respondents was from 1-9 hours. No special recognition was received for successful completion of the learning experience by 66 percent of the Extension Pride group.

Approximately 50 percent of the participants were "quite" satisfied with their learning experience. Extension Pride participant's mean score for the satisfaction level of their learning experience was 3.85 on the 5 point

scale. Out of the seven provider groups, Extension Pride ranked second highest in satisfaction. The two highest strength features of the learning experience were "the expertise of leaders and teachers" and "the leader's ability to explain and demonstrate." Extension Pride respondent's opportunity to participate was highest for "sharing their own experiences so that others learn from these."

The most relevant of the 19 benefits was "becoming better informed about some subject or area of knowledge." This benefit was also the highest ranked actual benefit with a mean of 3.02 from the 4 point scale. The Extension Pride group's overall benefit mean was 2.85.

Recommendations for Providers of Cooperative Extension Service Pride Programs.

1. Continue to provide noncredit adult learning experiences for participants since they did benefit from these experiences and they were satisfied with the experiences.

2. Continue to employ teachers with high expertise who have the ability to explain and demonstrate.

3. Encourage participation of single males.

4. Encourage involvement of adults under 25 years of age.

5. Encourage involvement of those adults with less than a high school education.

6. Give recognition for successful completion of the experience by offering a certificate or another form of appropriate recognition.

7. Continue participant sharing of experiences so others can learn from these and encourage participation in setting the goals for the learning experiences and contributing to the evaluation process.

Cooperative Extension Service Non Pride Group

Summary. The 71 Cooperative Extension Non Pride survey participants were composed of 43.7 percent married females, 31.0 percent single females, and 18.3 percent married males. Over 50 percent were 25-49 years of age, 69 percent were employed full time, and 84.5 percent enrolled voluntarily. There was no cost for the learning experience reported for 35.2 percent of the participants and 22.5 percent reported paying 100 percent of the cost. No special recognition was awarded for successful completion of the learning experience for 61.3 percent; however, a certificate was awarded to 16.1 percent.

Those non pride participants reporting a "very" satisfied rating for the learning experience consisted of 14.1 percent while 45.1 percent were "quite" satisfied. An overall mean satisfaction score of 3.59 was calculated from the 5 point scale. The most relevant benefit from the possible 19 benefits was "becoming better informed about some subject or area of knowledge." The non pride respondents scored 2.86 out of a 4 point scale for the actual benefits received from the learning experience.

Recommendations for Cooperative Extension Service Non Pride Programs.

1. Continue to offer noncredit adult learning experiences.
2. Encourage participation of single and married males.
3. Encourage participation of those persons under 25 years of age and over 49 years of age.
4. Offer recognition for successful completion of the learning experience by awarding a certificate.

Discussion

Date analysis and findings of the research project to determine the benefits and characteristics of noncredit adult learning in Kansas were based upon the responses of 1,334 adults representing seven participant groups.

Kansas noncredit adult learners expected their learning experiences to provide the specific benefits of "becoming better informed about some subject or area of knowledge" and "improving their interest and/or skill in learning more." Three of the five most frequently expected benefit areas were from noneconomic areas; two were from economic areas.

Adult basic education participants stressed expectations for noneconomic areas such as "improved skill in reading, writing, and speaking" in addition to having high expectations for personal development and improvement of learning skills. Business managers and vocational-technical school participants stressed specific subject areas with emphasis on "meeting, developing, and improving job performance skills." Vocational-technical participants stressed "improving interest and skill in learning more." Nurses, Cooperative Extension, and vocational-technical participants were "subject oriented" in their overall expectations. In addition, nurses expected to "gain qualifications for a wide variety of responsibilities." Cooperative Extension Service Pride and Non Pride participants and community college participants were more oriented to "self-improvement" and "learning how to be more effective in politics and government."

Survey respondents reported their lowest expectations for "increasing appreciation of artistic or cultural expressions," "learning consumer skills," and "learning how to be a more effective parent."

Survey respondents also indicated their degree of actual personnel benefit over nineteen benefit areas of noncredit adult education. Overall, the seven respondent groups yielded data stressing both economic and noneconomic benefit areas. "Becoming better informed about some subject or area of knowledge" was the highest rated benefit across the participant groups. In addition, the following benefit areas were also rated high: "learning about recent job knowledge," "preparing for increased responsibilities," and

"benefits related to personal growth and development." Very limited benefits were also perceived relative to "gaining new job qualifications" and "appreciation of art and culture." Survey respondents reported definite benefits over self-improvement and development areas.

Appendix A

Learning Experience _____

SURVEY OF PARTICIPANTS IN NON-CREDIT
LEARNING EXPERIENCES FOR ADULTS

State of Kansas
Board of Regents Office

You recently participated in the learning experience identified at the top of this form. This survey seeks to determine the ways in which that experience benefited or did not benefit you. It is part of a nationwide study of adult learning. By providing your honest reactions, you will help us to develop recommendations which will improve the quality and type of learning opportunities for adults.

To encourage frankness, we are not asking you to identify yourself. Your willingness to give your considered opinion on the questions we ask will be appreciated. Only 10-15 minutes are required.

I. Identification (check the one answer to each question which best describes you)

A. Sex/Marital Status

_____ Male, single (includes divorced and widowed)
_____ Female, single (includes divorced and widowed)
_____ Male, married
_____ Female, married

B. Age

_____ Under 25 years old
_____ 25-34
_____ 35-49
_____ 50-64
_____ 65 or older

C. Employment

_____ Employed full time
_____ Employed part time
_____ Employed on an irregular basis
_____ Not employed

D. Education (last grade completed)

_____ Grade 8 or less
_____ Grade 9-11
_____ Grade 12 (H.S. graduate)
_____ 1-3 years of college
_____ Bachelor's degree, college
_____ Post graduate study (graduate school or professional school)

E. Adult Learning Experiences

During the past two years, in how many "adult learning experiences" similar to the one identified on the top of this form, have you participated?

_____ 1 (This was the first)
_____ 2 or 3
_____ 4 or 5
_____ 6 or more

F. Enrollment Reason

Check the statement which best describes why you participated in this experience.

_____ It was required by my employer.

I participated voluntarily because: (check all that apply)

_____ I wanted to improve my chances for promotion.
_____ I wanted to overcome an educational weakness.
_____ I wanted to learn more, expand my mind.
_____ I wanted to develop a special skill.
_____ I wanted to improve my financial status
_____ I wanted to increase my social contacts (meet new people, etc.)
_____ Others (specify) _____

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II. Benefits

Each adult learning experience has its own purposes; as a result, different experiences have different kinds of value or benefit to the participant. In this section, a number of possible benefits are described. For each, please check in Column 1 (Relevance) whether or not the benefit was something your learning experience was expected to provide.

Then, for those benefits for which you checked "yes" in Column 1, use Column 2 to indicate your judgment of the degree to which you were personally benefited. To do this, circle the appropriate letter.

N means that you experienced little or no benefit
S means that you experienced some benefit, but not a great deal
D means that you experienced definite benefit
G means that you experienced great benefit

Possible Benefits	Column 1 Relevance: Yes	Column 1 Relevance: No	Column 2 - Value (To be answered if "yes" was checked in Column 1)
1. Improving skill in reading, writing, or speaking	____	____	N S D G
2. Learning how to be a more effective consumer	____	____	N S D G
3. Learning how to be a more effective parent	____	____	N S D G
4. Learning how to be a more effective participant in politics or government	____	____	N S D G
5. Becoming better informed about some subject or area of knowledge	____	____	N S D G
6. Improving my interest and/or skill in learning more	____	____	N S D G
7. Developing a sense of self-reliance or independence	____	____	N S D G
8. Developing positive feelings about myself and my worth as a person	____	____	N S D G
9. Becoming more tolerant and respectful of others, even if they differ from me in their opinions or conduct	____	____	N S D G
10. Developing a personal set of principles and beliefs that determine what is right and wrong for me	____	____	N S D G
11. Developing skills and/or interests in hobbies or other free-time activities	____	____	N S D G
12. Increasing appreciation of artistic or cultural expressions (art, music, drama, dance, poetry, etc.)	____	____	N S D G
13. Gaining satisfaction from being involved in self-improvement	____	____	N S D G
14. Becoming qualified for an entry-level position	____	____	N S D G
15. Preparing to handle increased responsibilities which will make my job more important	____	____	N S D G
16. Increasing my job earnings by improving my qualifications	____	____	N S D G
17. Learning about recent knowledge affecting my work	____	____	N S D G
18. Becoming qualified for a new and different job	____	____	N S D G
19. Gaining qualifications which enable me to assume a wider variety of responsibilities	____	____	N S D G
20. Other (specify) _____	____	____	N S D G

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III. The Learning Experience

A. Overall, how satisfied were you with the learning experience?

_____ Not at all; I was quite disappointed
_____ Slightly; I am not enthusiastic
_____ Moderately; it was worthwhile
_____ Quite satisfied; I would encourage others to participate
_____ Very satisfied; it was one of the best things that has happened to me this year

B. Please rate the degree to which each of the following features of the learning experience was a "strength" or "weakness" by circling the appropriate letters.

DW means "Definite weakness"
W means "More a weakness than a strength"
S means "More a strength than a weakness"
DS means "Definite strength"
NR means "Not relevant; does not apply"

Features

1.	The knowledge or professional expertise of leader(s) or teachers(s)	DW	W	S	DS	NR
2.	The ability of the leader(s) or teacher(s) to explain or demonstrate	DW	W	S	DS	NR
3.	The equipment	DW	W	S	DS	NR
4.	The learning materials supplied (books, pamphlets, practice materials)	DW	W	S	DS	NR
5.	Having enough time to learn	DW	W	S	DS	NR
6.	Availability of individual help	DW	W	S	DS	NR
7.	"Homework" assignments, projects	DW	W	S	DS	NR

C. Indicate to what extent you were given an opportunity to participate in the learning experience by circling the appropriate letters.

LD means "Large degree"
MD means "Moderate degree"
SD means "Small degree"
ND means "Not at all"

To what extent were the participants given an opportunity to:

1)	Participate in developing the goals and ideas for the learning experience?	LD	MD	SD	ND
2)	Share their own experiences so that others could learn from these?	LD	MD	SD	ND
3)	Contribute to the process by which the learning experience was evaluated?	LD	MS	SD	ND

D. Indicate the approximate percent you contributed toward the cost of the learning experience.

_____ None
_____ 1-24%
_____ 25-49%
_____ 50-74%
_____ 75-99%
_____ 100%

E. Indicate the type of recognition or reward you received from attending the learning experience.

_____ No special recognition or reward
_____ CEU credit
_____ Increased salary aspect
_____ A certificate
_____ Promotional related aspect
_____ Other (specify) _____

F. Indicate the total length of the learning experience in hours.

_____ 1-9
_____ 10-19
_____ 20-29
_____ 30-39
_____ 40-49
_____ 50 or more

G. Please describe briefly

1. The most important things you got out of the learning experience: _____
_____
_____

2. The best thing about the experience: _____
_____
_____

3. The worst thing about the experience: _____
_____
_____

Thank you for your assistance. Please return the completed survey in the enclosed self-addressed, postage free envelope.

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